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ABSTRACT

This supplement is designed as a resource for helping students in grades four through eight read and respond to literature and other forms of print. It notes that fourth through eighth graders are expected to: read independently with fluency and for meaning using a variety of strategies; and read, analyze, and respond in written and oral language of other art forms to increasingly challenge literature and other resources. This supplement includes benchmarks, assessments, and instructional intervention strategies for each grade. Benchmarks in the supplement outline what students should know and be able to do to meet mandated competencies; informal and observational assessments determine if benchmarks are being met; and instructional intervention strategies assist a child in meeting a benchmark. A blank emotions chart is included, as well as a list of assessment recommendations. A list of online resources contains 37 Web sites, and a glossary lists 42 technology terms. (PM)

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Reading Instructional Intervention Supplement, 4-8.

Mississippi Department of Education Reading Initiative

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ACKNOWLEDGEMENTS

The Mississippi Department of Education gratefully acknowledges the contribution of the 4th-8th Grade Reading Work Group for graciously providing their time, expertise, and efforts in developing this intervention supplement for teachers of fourth through eighth grade.

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READING BENCHMARKS

Fourth Grade

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.
I - Informal Assessment—those marked "I" have an assessment task attached.

Demonstrates proficiency in the reading process

1) I - Reads orally with fluency based on rate, intonation, phrasing, and naturalness
2) O - Self-corrects when reading miscues
3) I - Reads fluently with understanding

Uses the process of word analysis/decoding to identify and comprehend words in context

4) O - Utilizes prior knowledge
5) I - Extends word patterns (e.g., prefixes, suffixes, inflectional endings)
6) O - Identifies/spells frequently-used words correctly
7) O - Expands sight vocabulary
8) I - Identifies multiple meanings of words
9) I - Recognizes synonyms, antonyms, homonyms, and compound words
10) I - Uses figurative language/sound devices (e.g., rhyming, alliteration, onomatopoeia)
11) I - Recognizes spelling patterns and phonetic generalizations
12) I - Differentiates between contractions and possessives
13) I - Decodes unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, graphophonic/sound-symbol correspondence)

Uses comprehension strategies to get information from a wide range of materials

14) O - Utilizes prior knowledge
15) I - Identifies analogies
16) I - Summarizes information
17) I - Utilizes visual aids to completely understand the passage (e.g., picture, list, table, chart, graph)
18) I - Identifies and applies knowledge of organizational patterns (e.g., sequence, cause and effect, comparison/contrast)
19) I - Identifies and summarizes main idea and supporting details
20) I - Makes predictions, draws conclusions, and infers meaning
21) I - Retells a story
22) I - Describes story elements (e.g., characters, setting, plot, theme, mood/tone, conflict and solution)
23) I - Skims and scans to locate key information

24) O - Rereads to determine meaning
25) I - Utilizes parts of book (e.g., table of contents, title page, index, glossary, headings and captions)
26) I - Identifies and utilizes variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer)

Reads and understands various types of literary selections (genres – e. g., fiction, nonfiction, biographies, poetry)

27) O - Utilizes prior knowledge
28) I - Identifies the author's purpose (e.g., inform, entertain, persuade, describe)
29) I - Understands the meaning of passage from a selection
30) I - Knows the differences among the genres of fiction, non-fiction, poetry, and plays
31) I - Connects literature to real-life situations
32) I - Interprets figurative language/literary devices (e.g., similes, metaphors, personification, idioms)

Reads and evaluates persuasive text

33) O - Utilizes prior knowledge
34) I - Identifies fact and opinion
35) I - Identifies the author's position (author's personal view)
36) I - Identifies informative and persuasive passages

Reads and interprets practical workplace data (e.g., recipes, assembly directions, applications, menus)

37) O - Utilizes prior knowledge
38) I - Follows the directions in a passage
39) I - Explains importance of correct sequence of activities in a procedure
40) I - Interprets specialized vocabulary
41) I - Identifies information which provides additional clarity (e.g., bold-faced print, illustrations, italics)
42) I - Locates and applies appropriate information (e.g., phone books, manuals, order forms)
43) I - Interprets graphic aides in a passage

Utilizes listening skills for a variety of purposes

44) O - Follows multi-step directions
45) O - Listens to and comprehends oral reading

Fourth Grade Informal Assessments

Guiding Questions	Task Sample
(1) Can the student read orally with fluency based on rate, intonation, phrasing, and naturalness utilizing miscues?	Ask the student to read a 100-word passage to determine fluency. When judging fluency, look for indicators such as the following: • the pace or rate at which the passage was read (notating hesitations, repetitions, omissions, substitutions, etc.) • the expression or intonation in the student's voice • if the passage is read at a rate comparable to normal speech • if the passage is read observing punctuation marks
(3) Can the student read fluently with understanding?	Select an unfamiliar story from the student's basal reader or another age-appropriate children's book. • Have the student read the title of the story and look at the pictures to predict what the story will be about. Then probe to determine prior knowledge. • Have the student read the story and retell to process information read. • Have the student read the story and answer questions, in writing, about the story concerning story elements (e.g., character, setting, plot, theme, mood, conflict, and solution) and author's purpose (e.g., inform, describe, entertain, or persuade). • Have the student summarize in one sentence the content read.
Guiding Questions	**Task Sample**

(5) Can the student recognize word patterns (e.g., prefixes, suffixes and inflectional endings)?	The teacher will ask the student to circle the prefixes and underline the suffixes in the following list: painter movement unhappy rewrite greatly lawful bicycle darkness nonsense preheat misunderstand greenish
(8) Can the student identify multiple meanings of words?	The teacher will read the following sentences and ask the student to tell what the underlined words mean. Example: • We like to play in the vacant lot. Ann has a lot of toys. • The boy was very bright. The bright light was seen by everyone. • It was still light when we arrived home. The box was very light.
Guiding Questions	**Task Sample**

Guiding Questions	Task Sample
(9) Can the student recognize synonyms, antonyms, homonyms, and compound words?	The teacher will read a pair of words from each group and the student will identify the pairs of words as synonyms, antonyms, homonyms, or compound words. *Synonyms* rock — stone start — begin make — construct happy — glad often — frequently *Antonyms* hard — soft kind — cruel all — none take — give toward — away *Homonyms* son — sun bee — be herd — heard forth — fourth lead — led *Compound Words* rain — bow bare — foot play — house super — market in — doors

(10) Can the student use figurative language to decode words utilizing graphophonic cues?	Ask the students to find examples of figurative language (sound devices) in a passage containing repeated patterns of vowels, consonants, blends and/or word families. Example: "From the rippulous pond came the comfortable sound of humming-fish humming while swimming around." (Dr. Seuss' *The Lorax*) rhyme – sound/around alliteration – humming-fish humming consonance – pond/sound/around assonance – pond/from
(11) Can the student recognize spelling patterns and phonetic generalizations?	The student will identify phonetic generalizations or spelling patterns of words (e.g., /â/, caught, awful, law, author). Spelling patterns: trap, clap, flap, snap, slap sight, fight, fright, might, tight, flight

Guiding Questions	Task Sample
(12) Can the student differentiate between contractions (two words joined as one) and possessives (shows ownership)?	Show flash cards of contractions and possessives, while asking the student if it is a contraction or a possessive. *Example:* <u>Contractions</u> here's didn't let's we're <u>Possessives</u> boy's girl's students' actor's

Guiding Questions	Task Sample
(13) Does the student decode words utilizing semantic/meaning cues, syntactic/grammar cues or graphophonic/sound/symbol cues?	Have the student read orally a 100-word passage as the teacher records miscues (notating incorrect responses). Example: The teacher will categorize miscues as follows: 1. Semantic/meaning cue – Student self-corrects (sc) when reading. boy (sc) dog The dog barks. 2. Syntactic/grammar cue – Student substitutes a word with a similar part of speech. hopped The boy jumped over the fence. 3. Graphophonic/sound/symbol cue. Student reads a word correctly in the initial, medial or final part of the word, but not whole word. fall The boy fell down the stairs.
(15) Can the student identify analogies?	The student will identify the relationship between each pair of words. Example: child: adult as puppy: dog nurse: hospital as teacher: school

Guiding Questions	Task Sample
(16) Can the student summarize information?	The teacher will read a paragraph, and the student will summarize the specific information.
(17) Can the student use a picture, list, table, chart, and graph to understand a passage?	The teacher will provide visual aids for the student to locate and respond to all available information in a passage.
(18) Can the student identify and apply knowledge of organizational patterns as cause and effect?	The student will tell a cause and effect statement using examples from personal experiences. Example: • The boy stayed up very late last night. • He was tired this morning.
(19) Can the student identify and summarize main idea and supporting details?	After reading a story, the student will orally retell the details that led to the main ideas of story.
(20) Can the student make predictions, draw conclusions, and infer meaning?	The student will make predictions about a story to be read. After the story is read, the student will confirm his predictions, draw conclusions to specific details and events, and infer meaning.
(21a) Can the student retell a story?	The student will create graphic organizers (e.g., webs, maps) to retell a story.

Guiding Questions	Task Sample
(21b) Can the student retell the story?	Have students listen to oral reading of story and then retell story (oral/written intervention for whole group). Retelling should include the following concepts: Concepts of Comprehension include: ▪ Specific details ▪ Relevant content ▪ General details Concepts of Metacognitive Awareness include: ▪ Connects background knowledge ▪ Summarizes text and connects to real life Concepts of Language Development include: ▪ Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions) ▪ Organizes details and structures composition Adapted from *Reading Success Network.*

Guiding Questions	Task Sample
(22) Can the student describe story elements?	The student reads a familiar story and answers guiding questions concerning story elements. Example: • Who was the story about (characters)? How did _____ feel when _____ happened (character emotions)? • Where did the story take place (setting)? • What happened at the beginning, middle, and ending of the story (plot)? • What was the story mainly about (theme)? • How does the author make the reader feel (mood/tone)? See Emotions Chart on page 147. • Was there a problem in the story (conflict)? • How was the problem solved (solution)?
(23) Can the student use skimming and scanning techniques?	The student will use texts to skim and scan tables of content and indexes for information that teacher requires.
(25) Can the student utilize parts of a book?	The teacher will ask the student to find answers to oral questions by using the table of contents, glossary, and/or index of a book, title page, headings, and captions.

Guiding Questions	Task Sample
(26) Can the student identify and use a variety of resource texts to gain information?	Given a topic, the student will utilize different sources (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) to find information on that topic.
(28) Can the student identify the author's purpose?	The teacher will select passages that show different purposes and have the student read these passages and tell whether the author was informing, describing, entertaining, or persuading.
(29) Can the student understand the meaning of a passage from a selection?	After reading a passage, the student will explain the meaning by summarizing.
(30) Can the student identify differences among the genres of fiction, non-fiction, poetry and plays?	The teacher will select examples of short stories, poems, and plays and have the student tell the difference.
(31) Can the student connect literature to real-life situations?	The teacher will read a passage from a basal text or newspaper, and the student will tell how that passage relates to his/her real life.

Guiding Questions	Task Sample
(32) Can the student interpret figurative language/literary devices?	The teacher will read aloud selected passages and ask the student to interpret the figurative language from that passage. The teacher will say the following sentences and the student will tell what two (2) things are being compared. • The baby's blanket was as soft as cotton candy. • Before the test, Joe was a restless lion. • The Atlantic Ocean is larger than the Gulf of Mexico. • Everyone felt as wet as a dishrag.
(34) Can the student identify fact and opinion?	The teacher will read a selected statement from a story or article. The student will identify the statement as a fact or an opinion.
(35) Can the student identify the author's position (author's personal view)?	The student will read a selection and determine the author's position (author's personal view).
(36) Can the student identify informative and persuasive passages?	The teacher will provide passages for the student to read and label as informative or persuasive.
(38) Can the student follow directions in a passage?	The student will be given a set of instructions to follow (e.g., simple "how to" art project instructions).

Guiding Questions	Task Sample
(39) Can the student explain the importance of sequencing of activities?	The student will explain the importance of the sequencing of activities in a recipe.
(40) Can the student interpret specialized vocabulary?	The student will locate and explain the parts of a newspaper.
(41) Can the student identify information which provides additional clarity?	The student will identify bold-faced print, italics, illustrations, etc., on a "how to" instructions sheet.
(42) Can the student locate and apply appropriate information?	The student will locate specific items in the newspaper and telephone book (e.g., emergency telephone numbers, classified ads, and events).
(43) Can the student use graphic aides to understand a workplace procedure?	The student will utilize a graphic aide to complete a procedure in a manual.

Suggested Teaching Strategies
FOURTH GRADE

Demonstrates proficiency in the reading process

1) Reads orally with fluency based on rate, intonation, phrasing, and naturalness
   - Provide opportunities to work with a partner until both students can read a passage fluently and with expression.
   - Provide opportunities to sustain silent reading with teacher in book of choice.
   - Conduct student/teacher conferences to listen to student reading orally. Teacher will note the following:
     - ⇒ Students read fairly fast, but may have self-corrections and re-runs.
     - ⇒ Students read with automatic recognition of most words in appropriate level text.
     - ⇒ Students read continuously for 20 minutes per day.
     - ⇒ Students read at a comfortable rate comparable to normal speech.
   - Model fluent reading of a passage, poem, etc. Invite students to join in a choral reading by reading aloud together, saying words slowly and thoughtfully using correct pacing and inflection. *Use a tape recorder to keep a record of students' choral reading performances.* Remind students to use tone of voice and facial expressions that the character might use.
   - Provide opportunities to take turns reading passages of a story to a class, demonstrating dramatic elements of the passage by using voice inflection, pacing, etc. *Use a karaoke machine to amplify student voices.*

2) Self-corrects when reading miscues
   - Pair students for reading and recording partner's miscues as omitted, inserted, and reread words.

3) Reads fluently with understanding
   - Demonstrate ability to: use background experiences; draw logical conclusions; predict outcomes; connect text to personal experiences; identify main idea; follow plot sequence; compare and contrast; follow printed directions; interact with content; and infer motives, traits, or feelings of characters.
   - Model to teach students about who, what, when, where, why, and how questions. As you read text aloud to students, demonstrate how to pause and ask yourself questions as you read.
   - Ask questions relating to story elements (e.g., character, setting, theme, plot, mood, conflict, and solution). Model how to ask questions to better understand the story. Point out how to draw on personal experiences for understanding concerning the inferred emotions of a character and the emotions of the reader.
   - Provide opportunities to read for personal pleasure. The teacher will model daily sustained reading time. The students will then participate by choosing

self-selected reading materials to read for a sustained silent time of a minimum of 20 minutes. Following a sustained reading time, a sharing time will be used for students to describe characters, setting, and plot. Peers may also ask questions using who, what, when, where, why, and how questions (not mandatory but by choice). *Use audiotapes paired with text for students reading below grade level.*

- Have students work in small groups to write the story events on a map (*Circular Story Map)* in the order in which they occurred. Then, assign each story event to groups to describe in more detail. Have each group retell its event including the details. *Use brainstorming/mapping software to help students visualize story events. See Technology Resource Guide for suggested software.*
- Have students make simple puppets of characters in the book; then prepare a short puppet show to tell story to the class.
- Have students dress up as one of the characters and retell the story from a first person point of view.
- Divide the students into groups according to the story elements (e.g., character, setting, plot, theme, mood, conflict, and solution). Have each group read a story to determine the assigned element. Have students report to the class their interpretation and support that view with facts from the story. *Use a presentation tool or writing/publishing tool to report the interpretations. See Technology Resource Guide for suggested software.*
- Illustrate an event in a story. Label the illustration with a descriptive sentence or passage. *Use a graphics/drawing tool to illustrate the story events. See Technology Resource Guide for suggested software.*
- *Video tape or tape record students as they retell or perform passages.*

Uses the process of word analysis/decoding to identify and comprehend words in context

4) Utilizes prior knowledge
   - Use a clozed sentence, such as "We walked into the school just as the_____ rang." *Using a writing/publishing tool create a passage that students can read. Have students fill in the missing words and save as part of an electronic student portfolio. See Technology Resource Guide for suggested software.*
   - Read the title of a story, look at the pictures, and share connections to real-life as students make predictions. *Use a graphics/drawing tool to illustrate predictions. See Technology Resource Guide for suggested software.*

5) Extends word patterns (e.g., prefixes, suffixes, inflectional endings)
   - Have the students find word patterns in a paragraph or poem and make new sentences.
   - Have students make word-search puzzles using prefixes, suffixes, and inflectional endings. *See Technology Resource Guide for suggested software and online resources.*

- Have the students use index cards to form new words by adding prefixes, suffixes, and inflectional endings to base words. Students can work with a partner and state an original sentence using the new word. (Cards can be color-coded.)
- Emphasize that the students learn a root word sight vocabulary in order to be able to add various prefixes and suffixes to develop word attack skills.

6) Identifies/spells frequently-used words correctly
- Develop crossword puzzles, which contain only frequently-used words, and have the students complete them. *See Technology Resource Guide for suggested software and online resources.*
- Have student keep a list of frequently-used words in journal.
- Have a list of frequently-used words taped to the students' desk with the requirement that the words be practiced whenever the students have time.
- Have students spend time each day engaged in drill activities with other students on their frequently-used words.
- Use a Word Wall. Each week, add five (5) new words to the wall that students need for that week's reading/writing activities. Write words on colored paper and arrange alphabetically by first letter. Each day select five words for practice.
- Teach letter – sound (grapheme/phoneme) relationships.

Example:

38 Phonograms

	V-C/V-C-C	V-C-e/V-V0C	Diphtongs, r-controlled, others
a	at, am, ag, ack, ank, ap, an, ab	ay, ail, ain, ake	
e	ell, est, ed	eed	ew
i	ill, ip, ick, ing, in, ink, im	ine	ight
o	ot, op, ob, ock		out, ow, ore
u	unk, ug, uck, um		
y			y

7) Expands sight vocabulary
- Make vocabulary flash cards. Be sure the students have seen and heard the vocabulary words in context before working with the flash cards.
  ⇒ To create basic flash cards, have the student write the vocabulary word on one side of the card, and on the other side write the meaning in<u>own</u> words.
  ⇒ Have the students group the flash cards by categories or word families.

Use a writing/publishing tool to create a basic sight word list. See Technology Resource Guide for suggested software.

- Make a list of words and phrases from the students' reading materials, which students do not recognize. These words and phrases will become the students' reading word list for the next week.
- Use a highlight marker to identify key words and phrases for the students. These words and phrases will be the students' sight word vocabulary.
- Encourage visual learners to create a picture in their minds of the sight vocabulary word and use the picture image as a way to associate the meaning with the word.
- Hold up flash cards of sight words. Students must quickly say the word or phrase and demonstrate by acting it out (e.g., a bouncing ball, a washing machine, a table, etc.).
- Present vocabulary. The students will use words to label parts of a picture. The students' labels give brief descriptions of objects pictured.
- Read a story. The students will keep a log of new words learned. The students can suggest synonyms, antonyms, etc.
- Present vocabulary. Students divide into pairs. The partners will relate each word to a personal experience (*Pair and Share*). Each partner listens for a unique (one-of-a-kind) experience that best describes a vocabulary word. Students return as a group to share their partners' most unique experiences. Partners can describe a personal experience using at least three (3) vocabulary words. The students return to group and each child shares one personal experience told by his/her partner.
- Have the students use word webs to develop and expand vocabulary.
- Provide vocabulary words from a story. The students will choose a word and write a sentence that would help someone unfamiliar with the word understand what the word means.
- Let the students use newspaper or magazines to make a collage or a booklet of often used words.
- Display the lyrics to a familiar song (e.g., a folk song or patriotic song). Ask students to pick out the words that are used most often. Identify new words found in the lyrics; learn the spelling and definition of the new words.
- *Use a graphics/drawing tool to illustrate new words. See Technology Resource Guide for suggested activity.*

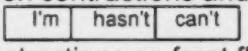
8) Identifies multiple meanings of words
   - Allow the students to work in small groups, using a dictionary to find multiple meanings of a teacher-selected word.
   - Give examples like the following for the students to match:
     ⇒ Early settlers often built <u>log</u> cabins.
     ⇒ We found the story in the captain's <u>log</u>.
     ⇒ Sue will receive a pilot's card, after <u>logging</u> 50 more hours in the air.

     A. Large, fallen tree trunk
     B. To travel
     C. A book on a ship

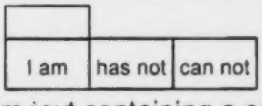
9) Recognizes synonyms, antonyms, homonyms, and compound words
   - Have students make word-search puzzles. To begin, have students brainstorm a list of compound words from a selected poem, story, song, lyrics, etc. Talk about compound words and other words that are used together. Group students to make word-search puzzles with compound words from the selected material. Then have groups exchange and solve each other's puzzles.
   - Demonstrate compound words. Example: Be a book. Be a mark. Be a bookmark.
   - Divide students into pairs and create movements to demonstrate homonyms.
   - Have the students create a song using synonyms.
   - Have the students create a song using antonyms.
   - *Use a tape recorder, karaoke, or video recorder for students to demonstrate their creations.*

10) Uses figurative language/sound devices (e.g., rhyming, alliteration, onomatopoeia)
   - Read a poem aloud, leaving out a word from each line. The students will guess the missing word. Encourage logical answers. Have students read the entire poem to check their predictions.
   - Have the students locate words in a newspaper or magazine that have repeated vowels, consonants, and blends, or word families.
   - *Use a tape recorder in a listening center.*

11) Recognizes spelling patterns and phonetic generalizations
   - Teach "families" of words with similar sounds together (e.g., make, cake, take rake). Print the target sounds in color. Use one color for each family.
   - Collect word families on note cards in individual student word boxes. Highlight the target sound with a particular color to reinforce the visual image of the family pattern.
   - Use rhythm cues to teach sounds and syllables. The student can punch the air with his/her fist or clap each time they hear a syllable in a word. As the teacher and the student say the word "pizza" together, fists go up on "piz" and "za".

12) Differentiates between contractions and possessives
   - Make a flip book 

from contractions found in a story. Have students write contractions on front flap; then lift flap to write the two words that make up the contraction:



   - Have students read sentence from text containing a contraction. Write contraction on board. Ask for two (2) words that make up the contraction (e.g., I'm—I am). Elicit that the apostrophe replaces the letter missing. In groups of three (3), have students skim other parts of the story to find other contractions.
   - Ask students to make a list and write the two (2) words from which each is formed. Differentiate between contractions and possessives. Have volunteers

suggest other examples and use them in sentences. Have students call on classmates to identify the two (2) words that make up each contraction.

- *Use a presentation tool to demonstrate contractions. See Technology Resource Guide for suggested software.*

13) Decodes unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, graphophonic/sound-symbol correspondence)

- Make certain the students know the sounds that letters make. *Use a tape recorder in a listening center to demonstrate letter sounds.*
- Have the students make up sentences with given verbs and subjects.
- Give the students a series of sentences with both incorrect and correct usage of verbs and ask the students to identify which are correct and which are incorrect.
- Have the student connect a series of phrases by making each a complete sentence. Suggestion: Put these on index cards for student manipulation
- Make certain the student develops an awareness of seeing letter combinations that produce sounds.
- Select a paragraph for the students to read; then have students choose the correct word that would make a simple sentence according to the context.
- Read a newspaper article and identify new word to tell the meaning of the word from context. *May use an article from a news web site. See Technology Resource Guide for suggested online resources.*
- Identify words the student does not recognize in different contexts and placethe words on index cards. Have the student match these words to the same words in sentences or paragraphs.
- Assist the students in decoding unknown words by using the syntactic/grammar structure cues through grammatical questioning techniques that utilize sentence patterns.

n v n n

Example: The boy gave the dog a bone.

Questions: What is the action? (gave)
Who is doing the action? (boy)
Who or what received the action? (dog)
or
What was given? (bone)
To whom was it given? (dog)

Uses comprehension strategies to get information from a wide range of materials

14) Utilizes prior knowledge

- Ask students to read the following headings from board

(1) What I Know	(2) What I Want to Know	(3) What I Learned

- Have the student answer questions 1 and 2, and then read a selection and answer question 3.

15) Identifies analogies
- Discuss the rule for analogies which is to determine the relationship in the first part and extend to the second part. Present one list at a time to teach similar relationships. *Use a graphics/drawing tool to illustrate analogies. See Technology Resource Guide for suggested software.*

Example:

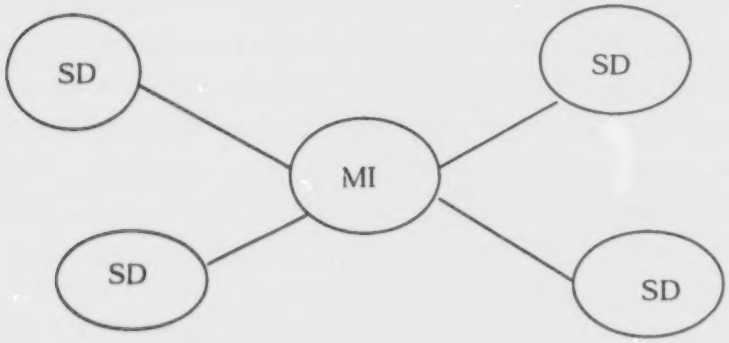
On the board, the teacher will have students give opposites for a list of words. As a group, the students will give an example for each word, and then do an analogy.

Opposites: friend : enemy
hot : _____

Part and whole: finger : hand
toe : _____

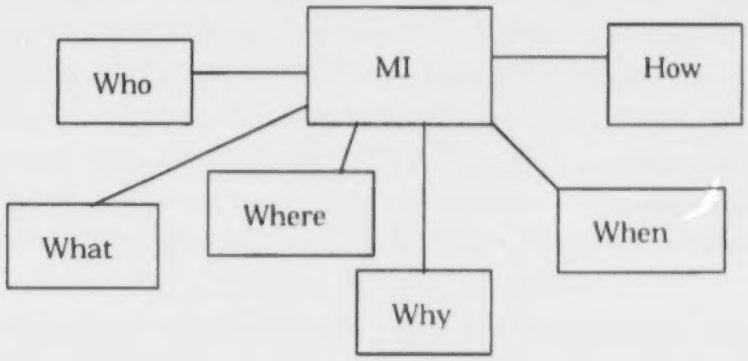
16) Summarizes information
- Give the students time to read a selection more than once.
- Reduce the amount of material the students read at one time.
- Make certain students always consider the first sentence as the main idea.
- Demonstrate how to map a selection in order to determine main topics for a summary.
- *Use a writing/publishing tool to illustrate the main idea and supporting details of the selection. See Technology Resource Guide for suggested software.*

17) Utilizes visual aids to completely understand the passage (e.g., picture, list, table, chart, graph)
- Have the students use a story map to determine main ideas (MI) and supporting details (SD).

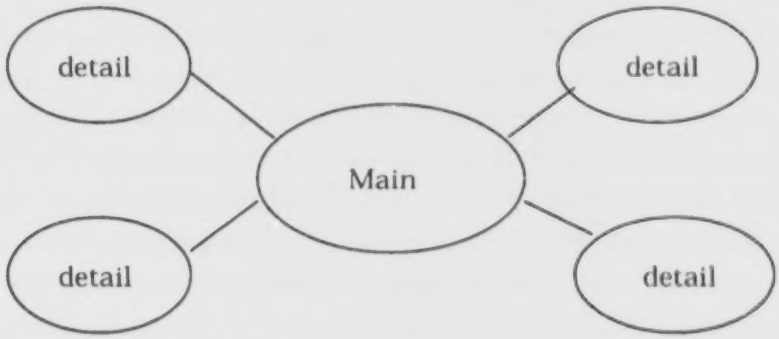


18) Identifies and applies knowledge of organizational patterns (e.g., sequence, cause and effect, comparison/contrast)
- Give students passages containing two sequential components and then progress to passages containing three or more sequential components.
- Have the students write or tell a sequence for a personal event (e.g., getting dressed for school, preparing cereal, making a peanut butter and jelly sandwich).
- Have the students use a Venn diagram to show differences and likenesses of a passage or short story.
- *Use a brainstorming/mapping tool to illustrate the organizational pattern of the selection. See Technology Resource Guide for suggested software.*

19) Identifies and summarizes main idea and supporting details
- Encourage the students to consider the first sentence or the last sentence of a paragraph as a possible main idea.
- Use a mapping format to make sure the student understands that the main idea of a paragraph or a short selection will contain one or more of the following: Who, What, Where, When, How, Why.



- Have the students use a web to identify the main idea and name supporting details. Afterwards, summarize the story using the web as a guide.
- *Use a brainstorming/mapping tool to identify supporting details. See Technology Resource Guide for suggested software.*



20) Makes predictions, draws conclusions, and infers meaning
- Have students use cues from a story and personal experience about similar situations to predict what might happen. Ask students to list and explain predictions. Later, have them explain their reasoning. Finally, discuss whether or not they predicted the events that did occur. Have students write predictions using details from the story. *Exchange predictions and conclusions with a partner in another school via e-mail or U.S. mail. See Technology Resource Guide for suggested activities.*
- Illustrate a prediction. Have students use cues from a story to create a drawing that illustrates their predictions of the story's ending. After completing the drawings, students may share their illustrations and predictions. After the teacher reads the entire story, the students will compare their predictions to the actual ending. *Use a graphics/drawing tool to illustrate predictions of story ending. See Technology Resource Guide for suggested software.*
- Play or sing the beginning of a new song. Students will take turns predicting the outcome (or the next melody line) of the song.
- Have the students create a story map and character map from a selection to draw conclusions from the reading. Present the events of the story, relationships of characters, and elements of story, etc. *Use a brainstorming/mapping tool to create the story map. See Technology Resource Guide for suggested software.*
  Story Map Example: *Problem* caused by *Villain resolution . . . Conclusion*
  Character Map Example: *Hero* attributes, emotions, Why? What?, etc.

- Read sentences containing inferences to student, and then ask student to fill in the correct inference. Examples:

  Bill tried as hard as possible, but he could not get his feet in his shoes. The shoes were too _____. (small, tight)

  There was a huge crowd in the front yard. Water was being sprayed on the roof. The house was on _____.

  It had snowed all night. The next morning the cars had trouble staying out of the ditches because the roads were so _____.

21) Retells a story
- Have students listen to oral reading of story and then retell story (oral/written intervention for whole group). Retelling should include the following concepts:

  - Concepts of Comprehension include:
    - Specific details
    - Relevant content
    - General details

  - Concepts of Metacognitive Awareness include:
    - Connects background knowledge
    - Summarizes text and connects to real life

  - Concepts of Language Development include:
    - Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions)
    - Organizes details and structures composition

  Adapted from *Reading Success Network*

- *Videotape students retelling the story to share with peers, parents, and administrators.*
- *Have students retell a story using a presentation tool. See Technology Resource Guide for suggested software and activity.*

22) Describes story elements (e.g., characters, setting, plot, theme, mood/tone, conflict and solution as the teacher utilizes questioning techniques
- Have students read a story and then identify and discuss the story elements.
- Have the students use journals to make predictions, write story summaries, determine cause and effect, identify story problem/solution, etc., then read journal entries during sharing time (not mandatory, but by choice).
- Have the students use keep response logs to respond to stories.
- Have the students use story maps to answer questions about setting, characters, plot, story conflict, story solution and theme.

- *Use a brainstorming/mapping tool to create story maps. See Technology Resource Guide for suggested software.*
- Allow the students to write a book review of a story. The students will give a brief synopsis of story. The students will tell why they liked or disliked the story and who they think would like to read this story (book). Next, they make a recommendation being sure to give details to support their reasoning.

23) Skims and scans to locate key information
- Give the students a list of questions to answer by skimming and scanning the table of contents or index.
- Have the students skim or scan a telephone book to find specific numbers (emergency, businesses, government agencies, etc.).

24) Rereads to determine meaning
- Assign partner-reading to read and discuss the story for story elements.
- Assign a shorter passage for the students to read so that details can be remembered.
- Reinforce the student for successful rereading.

25) Utilizes parts of book (e.g., table of contents, title page, index, glossary, headings and captions)
- Refer to the table of contents of a textbook. The teacher will ask questions that apply to the table of contents.
- Provide information about the index, and have students determine the page number for a subject.
- Refer to the glossary of a textbook, and have the students determine the meaning for a given word.

26) Identifies and utilizes variety of resource texts to gain information (e.g., dictionary, thesaurus, encyclopedia, atlas, computer)
- Assign several words for students to find antonyms using a thesaurus.
- Have students use an encyclopedia*or online resource* to find information about an assigned topic (animal, plant, etc.) using guide questions such as:
  (1) Find two interesting facts about the plant or animal.
  (2) Describe the plant's or animal's habitat.
- Have students locate their state and city in an atlas.
- *See Technology Resource Guide for suggested online resources.*

Reads and understands various types of literary selections (genres – e. g. fiction, nonfiction, biographies, poetry)

27) Utilizes prior knowledge
- Ask students to read the following headings from board.

(1) What I Know	(2) What I Want to Know	(3) What I Learned

- Have students answer questions 1 and 2; then read a selection and answer question 3.

28) Identifies the author's purpose (e.g., inform, entertain, persuade, describe)
- Relate the author's purpose for each story read throughout the year through class discussion.
- Explain to students that an author's purpose can be to inform, describe, entertain, or persuade.
- Explain that a good reader examines facts and opinions.
  Allow students to read a short story and relate what the author's purpose was for that story

29) Understands the meaning of passage from a selection
- Provide the students with specialized vocabulary in a newspaper article. Have students define words by using the words in sentences.
- Have the students use a process of comprehension.
  - Make Predictions:
    - Read story title and tell what story will be about.
    - Read beginning paragraph of story and add to title prediction.
  - Read the Story:
    - Oral/silent reading of the story
  - Retell the Story:
    - Oral/written retelling of the story
  - Answer Questions related to the Story Elements:
    - Character
    - Setting
    - Plot
    - Theme
    - Mood/tone
    - Conflict
    - Solution
  - Summarize the Story:
    - Tell what the story is about using a few sentences.

Process adapted from Woods and Moe, *Analytical Reading Inventory.*

30) Knows the differences among the genres of fiction, non-fiction, poetry, and plays
- Play "guess the genre" by asking a different student daily to bring a short piece to share with the class. After the students shares, have the students determine the genre. Have the students write a summary of the piece.

31) Connects literature to real-life situations
- Share a passage. Have the student put themselves in the situation of the characters. Utilize questioning techniques to determine how the student would react to the same events in the story.
- *Videotape or tape record students retelling the story with themselves as the main characters.*

32) Interprets figurative language/literary devices (e.g., similes, metaphors, personification, idioms)
- Have the student listen to a story depicting personification. Through class discussion, determine how animals, etc., were personified.
- Have the students listen to poems and stories to choose similes and metaphors.
- Have the students write and illustrate similes or metaphors.
- Have the students look for key words such as as, than, like (similes).

Reads and evaluates persuasive text

33) Utilizes prior knowledge
- Ask the students to read the following headings from board.

(1) What I Know	(2) What I Want to Know	(3) What I Learned

- Have the students answer questions 1 and 2; then read a selection and answer question 3.

34) Identifies fact and opinion
- Have the students look for key words such as "I think."
- Have the students use advertisements or articles from newspapers and magazines to determine fact and opinion. *Use a videotape of commercials for students to view and determine fact and opinion.*
- Play "Opinion-Fact" Game with small groups or large groups.

  Example:
  Have a list of facts and opinions on sentence strips. Play similar to "Spelling

Bee".

35) Identifies the author's position (author's personal view)
- Have the students read aloud several short stories. Through discussion, identify the author's personal view. Discuss the reasons for your decisions about the author's personal view.

  Example:
  Read The Great Kapok Tree (personal view – saving the rain forest).

  Example:
  Read variations of The Three Little Pigs.

36) Identifies informative and persuasive passages
- Read aloud a book on the rain forest. List information about the rain forest (animals, parts of rain forest) after discussion of this story. Find persuasive passages leading up to the final decision not to cut the tree.
- Discuss facts about the use of a topic, such as making a poster to convince others not to use cigarettes. Write a letter to a friend persuading him/her never to use cigarettes.
- *Use a writing/publishing tool to write letters and allow students to e-mail letters to conservation groups. See Technology Resource Guide for suggested software.*

Reads and interprets practical workplace data (e.g., recipes, assembly directions, applications, menus)

37) Utilizes prior knowledge
- Ask students to read the following headings from board.

(1) What I Know	(2) What I Want to Know	(3) What I Learned

- Have the students answer questions 1 and 2; then read a selection and answer question 3.

38) Follows the directions in a passage
- Assign students to work with other students to help each other follow directions.
- Teach the students skills for following directions (e.g., read carefully, write down important points, ask for clarification, wait until directions are received before beginning, etc.).
- Reduce directions to individual steps.
- Clarify directions orally after handing out materials to students.

- Give directions in a variety of ways to increase the probability of understanding.
- Make certain that written directions are presented on the student's reading level.
- *Use writing/publlishing tool and tv converter to display directions for students to follow during the day. See Technology Resource Guide for suggested software.*

39) Explains importance of correct sequence of activities
- Provide index cards that have incorrect sequenced activities listed on each. After following the directions as given, the student explains the outcome. The students are then given a card with the activity correctly sequenced. After following these directions, the student compares both results.
- Write each step of a sequenced activity on individual sentence strips. Display the sentence strips in an incorrect sequence. After reading the incorrect sequence, the student will explain what might happen if the steps are followed in the order given. The student then rearranges the strips to show the correct sequence. The corrected sequence is then read and explained by the students.
- *Use a presentation tool and tv converter to display activities for students to put in correct sequence.*

40) Interprets specialized vocabulary
- Make sure student has seen and heard the specialized vocabulary in context.
- Have the student write a synonym for specialized vocabulary used in context.
- *Use a presentation tool and tv converter to display a word a day in which the definition is given, part of speech is given, and word is used in a sentence. See Technology Resource Guide for suggested software.*

41) Identifies information which provides additional clarity (e.g., bold-faced print, illustrations, italics)
- Show students several passages with italics and bold-faced print. Explain how these words are stressed when these passages are read.
- Have students locate italics, bold-faced print, and illustrations in selected passages and have them explain these.

42) Locates and applies appropriate information (e.g., phone books, manuals, order forms)
- Make sure student understand alphabetical order.
- Provide student with an alphabet strip.

- Have the students use a phone book to find designated information such as emergency numbers, zip codes of surrounding communities, or business numbers. Allow student to answer questions such as:

(1) On what street is the (business) located?
(2) If you needed to call the police, where would you find this information?

43) Interprets graphic aides in a passage
- Have the student read and interpret a menu.
- Have the student complete application for classroom job.
- Have the student read and assemble model.

Utilizes listening skills for a variety of purposes

44) Follows multi-step directions
- Practice giving several directions to students (e.g., write name on first line, write date on third line, etc.).
- Play "Simon Says" with students to give multi-step directions.
- *Tape record multiple directions for students to practice listening skills.*

45) Listens to and comprehends oral reading
- Have the students listen to a selection of poetry or story and discuss the imagery that comes to their minds as they listen to the story.
- Discuss how punctuation helps fluency and comprehension skills.
- *Tape record listening selections.*

READING BENCHMARKS

Fifth Grade

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.
I - Informal Assessment—those marked "I" have an assessment task attached.

Demonstrates proficiency in the reading process

1) I - Reads orally with fluency based on rate, intonation, phrasing, and naturalness
2) O - Self-corrects when reading miscues
3) I - Reads fluently with understanding

Uses the process of word analysis/decoding to identify and comprehend words in context

4) O - Utilizes prior knowledge
5) I - Extends word patterns (e.g., prefixes, suffixes, inflectional endings)
6) O - Expands sight vocabulary
7) I - Decodes unknown words using the three-cueingsystem (e.g., semantics/context meaning, syntax/sentence structure, graphophonic/sound-symbol correspondence)
8) I - Expands usage of antonyms, synonyms, homonyms
9) I - Differentiates between contractions and possessives
10) I - Utilizes spelling patterns and phonetic generalizations (e.g., â =awful, caught)
11) I - Uses multiple meanings of words/homographs
12) I - Uses figurative language/sound devices (e.g., rhyming, alliteration, onomatopoeia)
13) O - Identifies/spells frequently-used words correctly

Uses comprehension strategies to get information from a wide range of materials

14) O - Utilizes prior knowledge
15) I - Identifies analogies
16) I - Utilizes visual aids to completely understand the passage (e. g., picture, list, table, chart, graph)
17) I - Identifies and applies knowledge of organizational patterns (e.g., sequence, cause and effect, compare/contrast)
18) I - Locates, summarizes, and combines information from different sources
19) I - Identifies and makes inferences
20) I - Skims and scans to locate key information
21) I - Retells stories
22) I - Utilizes parts of a book (e.g., table of contents, glossary, index, title page, headings and captions)

23) I - Identifies story elements (e.g., character, setting, plot, theme, mood/tone, conflict, and solution)
24) O - Rereads to determine meaning
25) I - Identifies and summarizes main idea and supporting details
26) I - Makes predictions, draws conclusions, and infers meaning
27) I - Identifies and utilizes variety of resource texts (e.g., encyclopedia, dictionary, thesaurus, atlas, computer)

Reads and understands various types of literary selections (genres—e. g., fiction, nonfiction, biographies, poetry)

28) O - Utilizes prior knowledge
29) I - Identifies point of view (e.g., first person, third person)
30) I - Interprets figurative language/literary devises (e.g., similes, metaphors, personification, and hyperboles)
31) I - Identifies and creates genres (e.g., fiction, non-fiction, biography, pœtry)
32) I - Identifies author's purpose (e.g., inform, entertain, persuade, describe)
33) I - Connects literature to real-life situations
34) I - Understands meaning of a passage from a selection

Reads and evaluates persuasive text

35) O - Utilizes prior knowledge
36) I - Identifies fact and opinion
37) I - Distinguishes between informative and persuasive passages
38) I - Identifies author's position (author's personal view)

Reads and interprets practical workplace data (e.g., recipes, assembly directions, applications, menus)

39) O - Utilizes prior knowledge
40) I - Follows the directions in a passage
41) I - Locates and applies appropriate information (e.g., phone book, manuals, menu, order forms)
42) I - Identifies sequence of activities neededto carry out a procedure
43) I - Interprets specialized vocabulary
44) I - Identifies information which provides additional clarity (e.g., bold-faced print, illustrations, italics)

Utilizes listening skills for a variety of purposes

45) O - Follows multi-step directions
46) O - Listens to and comprehends oral reading

Fifth Grade Informal Assessments

Guiding Questions	Task Sample
(1) Can the student read fluently with speed, pacing, inflection, and accuracy?	Ask the student to read a 100-word passage to determine fluency. When judging fluency, look for features such as the following: • the pace or rate at which the passage was read (notating, hesitations, repetitions, omissions, and/or substitutions, etc.) • the expression or intonation in the student's voice • if the passage is read at a rate comparable to normal speech • if the passage is read observing punctuation marks
(3) Can the student read fluently with understanding?	Select an unfamiliar story from the student's basal reader or another appropriate book. • Have the student read the title of the story and look at the pictures to predict what the story will be about. Then probe to determine prior knowledge. • Have the student read a story and retell to process information read. • Have student read the story and answer questions in writing about the story concerning story elements (e.g., character, setting, plot, theme, mood, conflict, and solution) and author's purposes (e.g., inform, describe, entertain, or persuade). • Have the student summarize in one sentence the content read.

Guiding Questions	Task Sample
(5) Can the student utilize prefixes and suffixes?	The teacher will provide a list of words containing prefixes and suffixes. The student will write sentences with these words. untie preview doubtful peaceful irregular premature childish repay distrust
(7) Does the student decode words utilizing semantic/meaning cues, syntactic/grammar cues or graphophonic/sound/symbol cues?	Have the student read orally a 100-word passage as the teacher records miscues (noticing incorrect responses). Example: The teacher will categorize miscues as follows: 4. Semantic/meaning cue – Student self-corrects (sc) when reading. boy (sc) dog The dog barks. 5. Syntactic/grammar cue – Student substitutes a word with a similar part of speech. hopped The boy jumped over the fence. 6. Graphophonic/sound/symbol cue. Student reads a word correctly in the initial, medial or final part of the word, but not whole word. fall The boy fell down the stairs.

Guiding Questions	Task Sample
(8) Can the student expand and understand application of antonyms, synonyms, and homonyms?	The teacher will select activities and word samples that identify antonyms, synonyms, and homonyms. *Antonyms* happy — sad smile — frown before — after hot — cold awake — asleep on — off pretty — ugly abundant — scarce accidental — intentional antique — modern admit — deny authentic — imitation *Synonyms* beautiful — pretty enormous — large cheerful — happy small — tiny messy — untidy brave — courageous cumbersome — awkward end — finish enemy — foe rival — opponent spectator — observe

Guiding Questions	Task Sample
	Homonyms sun — son write — right blew — blue I — eye night — knight principal — principle red — read wait — weight ate — eight
(9) Can the student differentiate between contractions and possessives?	Place examples of contractions and possessives on a chart and have the student differentiate between the two and use them appropriately. they're — their you're — your it's — its
(10) Can the student utilize spelling patterns and phonetic generalizations?	The student will use phonetic generalizations or spelling patterns to identify irregularities in words (e.g., /ä/, caught, awful).

Guiding Questions	Task Sample
(11) Can the student identify multiple meanings of words/homographs?	The student will define and identify multiply meaning of words (e.g., a telephone sound, a circle = ring; a dog's sound, outer part of tree = bark). *Homographs* present bar bat ball duck box ring bar walk
(12a) Can the student use figurative language/sound devices?	The student will create and classify examples of rhyming, alliteration, and onomatopoeia. The teacher will provide examples (e.g., rhyming – poems from A Light in the Attic or Where the Sidewalk Ends by Shel Silverstein; alliteration – tongue twisters; onomatopoeia – hiss, roar, crack). This information could be classified by the students in a graphic organizer. Graphic Organizer Rhyming | Alliteration | Onomatopoeia
Guiding Questions	**Task Sample**

(12b) Can the student use figurative language to decode words utilizing graphophonic cues?	Ask the students to find examples of figurative language (sound devices) in a passage containing repeated patterns of vowels, consonants, blends and/or word families. Example: "From the rippulous pond came the comfortable sound of humming-fish humming while swimming around." (Dr. Seuss' *The Lorax*) rhyme – sound/around alliteration – humming-fish humming consonance – pond/sound/around assonance – pond/from
(15) Can the student identify analogies?	The teacher will give the student phrases describing relationships and have the student identify the analogies.
(16) Can the student use pictures, lists, tables, charts, graphs, and glossaries to completely understand passages?	The teacher will provide visual aids which the student will read and interpret to enhance the student's understanding of the passage. Samples may be located in the science/social studies textbooks, *Weekly Reader*, local newspapers, and Internet for students to read and to interpret.

Guiding Questions	Task Sample
(17a) Can the student identify and apply knowledge of organizational patterns?	The student will create a cause and effect statement using examples from his/her own experience. For example, "I brought an umbrella today because it was raining."
(17b) Can the student compare and contrast information?	Using a Venn diagram, the student will compare and contrast a book with the movie version of a book or compare and contrast characters in a book with characters in a movie.
(18) Can the student locate, summarize, and combine information from different sources?	Using the encyclopedia, computer or other electronic aids, an atlas, thesaurus, and dictionary, the student will locate, summarize, and combine information.
(19) Can the student identify and make inferences?	The student will be given a selection from which to draw inferences.
(20) Can the student utilize skimming and scanning techniques?	Reread passages to skim and scan for specific information.

Guiding Questions	Task Sample
(21) Can the student retell a story?	Have students listen to oral reading of story and then retell story (oral/written intervention for whole group). Retelling should include the following concepts: Concepts of Comprehension include: ▪ Specific details ▪ Relevant content ▪ General details Concepts of Metacognitive Awareness include: ▪ Connects background knowledge ▪ Summarizes text and connects to real life Concepts of Language Development include: ▪ Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions) ▪ Organizes details and structures composition Adapted from *Reading Success Network*

	Guiding Questions	Task Sample
(22)	Can the student utilize the parts of a book?	The student will use various parts of a book to locate information (e.g., table of contents, glossary, title page, index, copyright page).
(23)	Can the student identify story elements?	After reading a story, the student will identify the character, the setting, plot, mood, conflict, theme, and solution. See Emotions Chart on page 141.
(25)	What is the main idea of this passage?	After reading a passage, the student will identify the main idea.
	What are the supporting details?	After identifying the main idea, the student will list at least two (2) supporting details.
	Can the student use the main idea and supporting details to summarize the passage?	The student will use the main idea and supporting details to write a summary. (Note: If the student is unable to find at least two (2) details that support the main idea, then the student must reread the passage to identify the correct main idea.)
(26)	Can the student make predictions?	After reading a title and/or a portion of a passage, the student will make logical predictions.
	Can the student draw conclusions?	After reading a portion of a passage, examining the illustration, and relating background experiences, the student will draw logical conclusions.
	Can the student make inferences?	After reading a passage, can the student make inferences ("read between the lines")?

Guiding Questions	Task Sample
(27) Can the student identify and use a variety of resource texts?	The teacher will provide examples of available resources and have the student use the resources to find specific information (e.g., encyclopedia, dictionary, thesaurus, atlas, computer).
(29) Can the student identify point of view?	After reading a story, the student will identify point of view (first or third, person) (e.g., first person – the narrator "I" is a character in the story; third person – the narrator is an outsider.)
(30) Can the student identify figurative language (e.g., similes, metaphors, personification, and hyperbole)?	The student will read passages containing figurative language and identify the type. Similes and metaphors make a comparison. A simile uses the words "like" or "as". The teacher will provide examples. The students will underline the two (2) things that are compared and categorize them as simile or metaphor. Example: **Graphic Organizer** **Analogies** Simile / Metaphor He was as sly as a fox. / He was a bull in a china closet. Mary was as pretty as a picture. / The child was a monster in the department store. The runner moved like a gazelle. The snow covers the town like a blanket.

Guiding Questions	Task Sample
(31) Can the student identify genres (e.g., fiction, nonfiction, biographies, and poetry)?	The student will read passages and identify the types of literature.
(32) Can the student identify the author's purpose?	After reading a selection, the student will determine the author's reason for writing (e.g., inform, entertain, persuade, describe).
(33) Can the student connect/relate literature to real-life situations?	After reading a passage, the student will connect characters, situations, problems, ideas, conflicts, solutions to real-life situations. Examples: 1. How do you think this character compares to someone you know? 2. How do you think this character compares to someone in the news? 3. How do you think this situation(s) compares to current events/your own life? 4. How do problems, ideas, conflicts, solutions compare to current times?
(34a) Can the student understand the meaning of a passage from a selection?	After reading a selection, the student will write a summary of a passage read. This summary should include the main idea and at least two (2) supporting details.

Guiding Questions	Task Sample
(34b) Can the student understand the meaning of a passage from a selection?	The teacher will read a short story (e.g., The Story About Ping, The True Story of the Three Little Pigs, or an excerpt from your reader). The student will: Make predictions: • Read story title and tell what story will be about. • Read beginning paragraph of story and add to title prediction. Read the story: • Oral/silent reading of the story Retell the story: • Oral/written retelling of the story Question related to the story elements of: • Character • Setting • Plot • Theme • Mood/Tone • Conflict • Solution Summarize the Story: • Tell what the story is about using a few sentences Adapted from Woods and Moe, *Analytical Reading Inventory*
(36) Can the student identify fact and opinion?	The teacher will provide a list of sentences and/or short passages for students to label as fact or opinion.

Guiding Questions	Task Sample
(37) Can the student distinguish between informative and persuasive passages?	The teacher will provide passages for the student to read and label as informative or persuasive.
(38) Can the student determine the author's position?	The student will determine the author's position/personal view from a persuasive passage.
(40) Can the student follow written directions in a passage?	Given sets of instruction (e.g., activating electronic activities, recipes, "how to" manuals, forms, schedules, etc.), the student will follow the directions and complete the task indicated.
(41) Can the student locate and apply appropriate information?	The student will locate specific items in the newspaper and telephone book (e.g., emergency telephone numbers, classified ads, and events) and use the information in a specified task.
(42) Can the student identify sequence of activities needed to carry out a procedure?	Given a set of directions that are not in order, the student will place them in correct sequence.
(43) Can the student interpret specialized vocabulary?	Students will match the specialized vocabulary with synonyms provided by the teacher.
(44) Can the student identify information in a passage which provides additional clarity?	The student will identify bold-faced print, italics, illustrations, etc., that provide clarity when interpreting work-place data.

Suggested Teaching Strategies
FIFTH GRADE

Demonstrates proficiency in the reading process

1) Reads orally with fluency based on rate, intonation, phrasing, and naturalness
   - Practice oral reading with a partner.
   - Practice choral reading.
   - Read orally with teacher guidance.
   - *Use tape recorder to record student readings.*
   - Read dialogue with expression (read conversation the way the character would talk).
   - Read basic nursery rhyme using different emotions (afraid, shy, happy, mad, etc.).
   - Move an index card to increase rate.
   - Read to students with clozure (read leaving out a word for the students to read – then continue).

2) Self-corrects when reading miscues
   - Listen for correction of miscues as students read a given selection. If the students do not correct miscues, the teacher will reread the passage making the same miscues. Then, the students will be asked to correct the miscue.
   - *Tape record students reading passages and have them listen for miscues.*

3) Reads fluently with understanding
   - Model reading by reading to the class orally.
   - Illustrate story. *Use a graphics/drawing tool to illustrate story. See Technology Resource Guide for suggested software.*
   - Put story in chronological order.
   - Summarize story.

Uses the process of word analysis/decoding to identify and comprehend words in context

4) Utilizes prior knowledge
   - Provide the students a sentence to complete (e.g., The student sat in ach____ ____; The man drove the tr _____ on the highway.)
   - *Have students fill in missing words and save as part of electronic student portfolio. See Technology Resource Guide for information on electronic student portfolio.*

5) Extends word patterns (e.g., prefixes, suffixes, inflectional endings)
   - Let the students work in cooperative learning groups. The students will be provided with a list of root words and file cards containing prefixes and suffixes. Students will make new words by adding prefixes and/or suffixes to the root words.

- Provide a list of commonly used prefixes and/or suffixes and have students match these with the correct meaning.
- Have the students use inflectional endings (e.g.,ed, d, t, s) to change the tense and/or meanings of a list of words.

6) Expands sight vocabulary
   - Provide words for use in labeling a picture/diagram (e.g., parts of a flower).
   - Have students list and define unfamiliar words in a story.
   - Have the students create personal dictionary of unfamiliar words.
   - Have the students use flash cards.
   - *Use a writing/publishing tool to create students' personal dictionary of unfamiliar words. Look up definition in electronic dictionary and maintain word log in electronic student portfolios. See Technology Resource Guide for suggested software and information on electronic student portfolio.*

7) Decodes unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, graphophonic/sound-symbol correspondence)
   - Select an unfamiliar story and have the students define new words based on surrounding sentences.
   - Have the students read a short passage and select word substitutions from a word box to replace underlined words in a previously read paragraph.
   - Have students maintain a word log of unfamiliar words as they read a selection.
   - Provide the students with scrambled sentences from a selection. The students will put sentences in a meaningful order. Suggestion: Use index cards for this strategy.
   - Have the students read a selection and identify the kinds of sentences (e.g., declarative, interrogative, exclamatory, imperative).
   - Have the students locate words with similar word patterns (e.g., r-control vowels, hard/soft-c, ow, oo).
   - Use direct instruction and modeling techniques. The teacher will provide examples of various sentence patterns (e.g., noun + verb; noun + action verb + direct object; noun + linking verb + predicate nominative).
   - Have the students use word cards to develop examples of sentence patterns.
   - Assist the student in decoding unknown words by using the syntactical/grammar structure cues through grammatical questioning techniques that utilize sentence patterns.

     adv n v n
     Example: Loudly, the little girl played her trumpet.

     Questions: What is the action in this sentence? (played)
     or
     What happened in this sentence? (played)
     Who played? (girl)

What did she play? (trumpet)
How did she play the trumpet? (loudly)

8) Expands usage of antonyms, synonyms, homonyms
   - Have the students make a chart of antonyms, synonyms, and homonyms.
   - Have the students use flash cards to play matching game with antonyms, synonyms, and homonyms.
   - Have the students create personal thesaurus after maintaining a word log.
   - Have the students develop a story, commercial, or poem using at least five antonyms, synonyms, or homonyms.

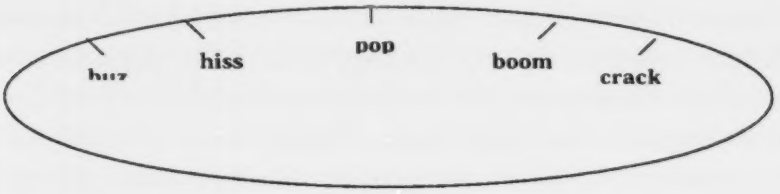
9) Differentiates between contractions and possessives
   - Give students a list of contractions and possessives to use in a sentence (e.g., it's—its, you're—your, they're—their).
   - Give students a list of words to categorize as contractions or possessives.
   - Have students edit paragraph containing miscues with contractions and possessives.

10) Utilizes spelling patterns and phonetic generalizations (e.g., â =awful, caught)
   - Have students choose words from a story with similar spelling patterns and phonetic generalizations.
   - Have students write a poem using words with similar spelling patterns. *Use a writing/publishing tool to write poems and e-mail them to peers, principals, or parents. See Technology Resource Guide for suggested software.*

11) Uses multiple meanings of words/homographs
   - Have the students select correct homograph for sentences using context cues.
   - Illustrate homographs/multiple meanings (bat—animal, bat—baseball bat). *Use a graphics/drawing tool to illustrate homographs/multiple meaning words. See Technology Resource Guide for suggested software.*
   - Have the students define homographs using dictionary.
   - Have the students write a sentence that demonstrates multiple meaning of words (homographs).
   - *Use a writing/publishing tool and an online/electronic dictionary to help students locate, define, and create sentences. See Technology Resource Guide for suggested software and activity.*

12) Uses figurative language/sound devices (e.g., rhyming, alliteration, onomatopoeia)
   - Give students a list of rhyming words and have them create a poem.
   - Have students create tongue twisters.
   - Have students select, from an array, words that demonstrate onomatopoeia.
   - *Use a writing/publishing tool to create a booklet of students' poems and tongue twisters. See Technology Resource Guide for suggested software.*

- *Use a graphics/drawing tool to illustrate students' work. See Technology Resource Guide for suggested software.*



13) Identifies/spells frequently used words correctly.
- Teach letter/sound (grapheme/phoneme) relationships.

Example:

38 Phonograms

	V-C/V-C-C	V-C-e/V-V0C	Diphtongs, r-controlled, others
a	at, am, ag, ack, ank, ap, an, ab	ay, ail, ain, ake	
e	ell, est, ed	eed	ew
i	ill, ip, ick, ing, in, ink, im	ine	ight
o	ot, op, ob, ock		out, ow, ore
u	unk, ug, uck, um		
y			y

Adapted from *CIERA from the National Reading Summit*

Uses comprehension strategies to get information from a wide range of materials

14) Utilizes prior knowledge
- Have the students create journals. *Maintain journals in electronic student portfolio. See Technology Resource Guide for information on electronic student portfolio.*
- Give students an opportunity to share relevant personal experiences.

15) Identifies analogies
- Have the students complete an analogy puzzle.

Example:

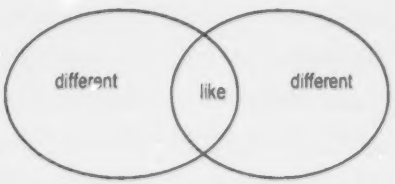
shoe: foot	glove: _____ (hand)
boy: man	girl: _____ (woman)
nose: smell	tongue: _____ (taste)
boat: water	truck: _____ (road)
juice: glass	coffee: _____ (cup)
doctor: patient	teacher: _____ (student)
run: track	swim: _____ (pool)
leaf: tree	feather: _____ (bird)

- Illustrate at least five (5) analogies. *Use a computer graphics/drawing tool to illustrate analogies. See Technology Resource Guide for suggested software.*

16) Utilizes visual aids to completely understand the passage (e. g., picture, list, table, chart, graph)
- Use sources such as science/social studies textbooks, *Weekly Reader*, newspapers, and the Internet to model reading and interpretation of visuals through guided questions, such as:
  1. What kind of information can we find from this visual aid?
  2. What would be an appropriate title for this graphic?
  3. How can you use this information?
  4. Why was this information presented in graphic form instead of narrative?
- Have students create a story map after silently reading a passage *Use a brainstorming/mapping tool that organizes and diagrams information to create the story map. See Technology Resource Guide for suggested software.*
- Have the students interpret charts, tables, graphs, or a list to respond to questions related to a story.
- Give students a list of questions to answer using visual aids to get information.
- *Have students identify map symbols and locations on a map. See Technology Resource Guide for suggested activity.*

17) Identifies and applies knowledge of organizational patterns (e.g., cause and effect, compare/contrast, sequence)
- Have the students create a cause and effect statement using examples from their own experience (e.g., I brought a sweater today because it was cool).
- Have the students create a Venn diagram from information found in two similar recipes.

Venn Diagram



- Have the students use a Venn diagram to contrast a book with its movie version (e.g., *The Secret Garden, Where the Red Fern Grows*).
- Have the students compare and contrast different authors/illustrators. *Use online resources to locate information about authors/illustrators. Use presentation tools to compare/contrast authors/illustrators. See Technology Resource Guide for suggested online resources.*
- Have the students compare and contrast characters in a story.
- Have students compare and contrast themselves at their current age with their parents at that same age.
- Have the students compare and contrast different genres.
- *Have the students compare information in articles written by two different news groups about the same event using online resources. See Technology Resource Guide for suggested online resources.*
- *Have the students use online stories to identify cause and effect relationships and sequencing. See Technology Resource Guide for online resources.*

18) Locates, summarizes, and combines information from different sources
- Have students locate information for a given theme using multiple sources *including electronic/online resources. See Technology Resource Guide for suggested software and online resources.*
- Give students a reading text and science text and have students locate, summarize, and combine information on a specific topic (e.g., story on birds and scientific article on birds). *Use electronic/online resources to gather information and create presentations about a specific topic. See Technology Resource Guide for suggested online resource and software.*
- Have the students read a story. Choose one word in the story and rewrite it from a first person perspective.
- Have the students read a newspaper article. Make a list of important facts. *Use electronic/online resources to locate news articles and a writing/publishing tool to make a list of the important facts. See Technology Resource Guide for suggested online resources and software.*
- Read historical facts and have students take notes.

19) Identifies and makes inferences
- Read a story. Have the students make a mask that demonstrates how a character feels during a particular event of the story.

20) Skims and scans to locate key information
- Have students skim a selection for specific information.
- Give students a list of questions to answer by skimming or scanning the table of contents or index.
- Have the students skim or scan a telephone book to find specific numbers (emergency, businesses, government agencies, etc.).
- *Create a scavenger hunt from web site topics that are interesting to students. See Technology Resource Guide for suggested online resources and activity.*

21) Retells stories
- Have students retell story using an *audiotape.*
- Have students retell story using story prompts.
- Have students dramatize the story.
- Have students listen to oral reading of story and then retell story (oral/written intervention for whole group). Retelling should include the following concepts:

  - Concepts of Comprehension include:
    - Specific details
    - Relevant content
    - General details

  - Concepts of Metacognitive Awareness include:
    - Connection of background knowledge
    - Summarizes text and connects to real life

  - Concepts of Language Development include:
    - Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions)
    - Organizes details and structures composition

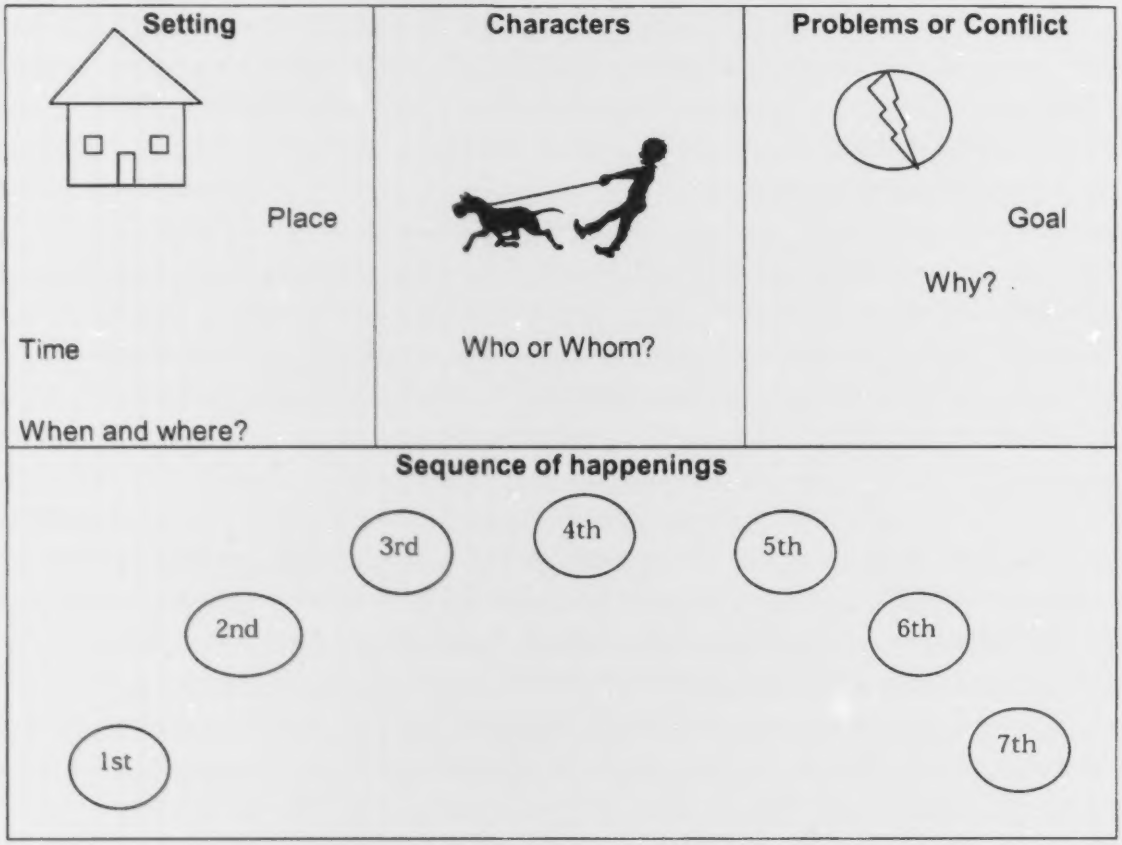
  Adapted from *Reading Success Network*

- *Videotape students retelling the story to share with peers, parents, and administrators.*

22) Utilizes parts of a book (e.g., table of contents, glossary, index, title page, headings and captions)
- Have students find specific information using the table of contents and or index.
- Have students define a list of words using the glossary.
- Have students identify the location of specific information.

23) Identifies story elements (e.g., character, setting, plot, theme, mood/tone, conflict, and solution)
- Have students read a story and identify and discuss the story elements.
- *Find an article from a news web site or a story from an online resource and identify and discuss story elements. See Technology Resource Guide for suggested online resources.*
- Utilize a story board to identify story elements.

Example:



Adapted from *Project Read Story Plot Chart: STORY BOARD*

24) Rereads to determine meaning
- Have students reread incorporating the SQ3R method (survey, question, read, recite, review).
- Adjust the reading rate according to the purpose (e.g., social studies/science need to be read more slowly using study skills such as noting, captions, bold-faced type).

25) Identifies and summarizes main idea and supporting details
- Teach the students how to identify the subject of the passage by asking the question "Who or what is the passage about?"
- Have the students identify the details by asking the students "What has the author said about the subject?"

- Have the students retell the passage or write a summary. *Use a writing/publishing tool to write and to illustrate the summary and exchange via e-mail with other students. See Technology Resource Guide for suggested software.*
- *Tape record students retelling the story.*
- *Use electronic/online resources to obtain articles or stories to summarize. See Technology Resource Guide for suggested electronic/online resources.*

26) Makes predictions, draws conclusions and infers meaning
- Have students draw conclusions from information cues (e.g., The batter consistently missed the ball. [He strikes out]).
- Use story titles from a basal reader and have students make predictions, inferences, and draw conclusions.
- Give the beginning portion of a comic strip and have students create an ending.
- Have students make predictions after only reading the title.
- Have students make predictions after looking at the pictures/illustrations.
- Have students make predictions after reading beginning paragraphs.
- Have students verify and evaluate their predictions.
- Have students identify important word clues within a story and integrate that information with their prior knowledge and experience.
- *Use a writing/publishing tool to keep an electronic journal of the above activities. See Technology Resource Guide for suggested software.*

27) Identifies and uses variety of resource texts (e.g., encyclopedia, dictionary, thesaurus)
- *Have the students use electronic/online resources to locate information from guided reading activities.*
- Have the students use an atlas to identify interstate and intrastate roadways. *Discuss global positioning systems with students. Compare online mapping site with printed map.*
- Have the students use a dictionary to fill in information chart for a list of specified words.

Entry Word	Re-spelling	Number of Definitions	Part of Speech

- *Use electronic/online resources to research a given topic and create a presentation. See Technology Resource Guide for suggested activity, software, and online resources.*

Reads and understands various types of literary selections (genres—e. g., fiction, nonfiction, biographies, poetry)

28) Utilizes prior knowledge
- Give students descriptions and have students match with appropriate genre.

29) Identifies point of view (e.g., first person – The narrator "I" is a character in the story; third person – the narrator is an outsider)
- Have students read selected passages and identify the point of view.

30) Interprets figurative language/literary devices (e.g., similes, metaphors, personification, and hyperboles)
- Have students give examples of similes and metaphors and explain their meaning.
- Have students describe an inanimate object by giving it human characteristics.
- *Use electronic mail to send the descriptive paragraph to another class for them to draw.*
- Have students read a tall tale and make a chart listing exaggerations and explaining them. *Use a data/analysis tool to create the chart of exaggerations and explanations. See Technology Resource Guide for suggested software.*

31) Identifies and creates genres (e.g., fiction, non-fiction, biography, poetry)
- Have the students read various selections and label as to the correct genre.
- Choose a genre and write an example of this type of literature *Students use a writing/publishing tool to write examples. See Technology Resource Guide for suggested software.*

32) Identifies author's purpose (e.g., inform, entertain, persuade, describe)
- Have the students read a selection and determine the author's purpose from the story's content.
- Have students verify and/or evaluate their response.
- *Use online resources to select a variety of articles/stories for students to determine the author's purpose. See Technology Resource Guide for suggested online resources.*

33) Connects literature to real-life situations
- Have the students read a current article about a natural disaster and describe measures taken to overcome the problems.
- *Use online resources to locate current events covering natural disasters. See Technology Resource Guide for suggested online resources.*
- *Create a student newscast to share with other students through video or over the school intercom system.*

34) Understands meaning of a passage from a selection
- Have the students read a story title and tell what the story will be about.

- Have the students read beginning paragraph of story and add to title prediction.
- Have the students use a process for comprehension.
  - Make Predictions
    - Read the Story:
    - Oral/silent reading of the story
  - Retell the Story:
    - Oral/written retelling of the story
  - Answer Questions related to the Story Elements:
    - Character
    - Setting
    - Plot
    - Theme
    - Mood/tone
    - Conflict
    - Solution
  - Summarize the Story:
    - Tell what the story is about using a few sentences

Process adapted from Woods and Moe, *Analytical Reading Inventory*

Reads and evaluates persuasive text

35) Utilizes prior knowledge
- Have students find an example of persuasive writing in the newspaper and evaluate it.

36) Identifies fact and opinion
- Give students a list of sentences to classify as fact or opinion.
- Provide students with a topic and have them provide a fact and an opinion.
- *Use a news web site to provide articles for students to read and determine fact and opinion statements. See Technology Resource Guide for online resources.*

37) Distinguishes between informative and persuasive passages
- Have students read two passages, one informative and the other persuasive, and label passages appropriately.

38) Identifies author's position or personal view or personal stand.
- Provide the students with a passage. The students will determine the author's position and support with specific details.

Reads and interprets practical workplace data (e.g., recipes, assembly directions, applications, menus)

39) Utilizes prior knowledge
- Give students a job application to complete.

40) Follows the directions in a passage
- Give students a passage to read that requires them to follow a simple set of directions.

41) Locates and applies appropriate information (e.g., menu, phone book, manuals, order forms)
- Have students read a menu and order a meal.
- Have students answer questions by locating specific information found in different sections of a phone book. *Use an online directory to locate specific information about the community. See Technology Resource Guide for suggested online resources.*
- Have students complete an order form from a catalog.
- Have students read a section from a manual and give a presentation to classmates.

42) Identifies sequence of activities needed to carry out a procedure
- Have students follow a list of instructions to search for Internet information.
- *Use presentation tool for students to create a presentation listing instructions to complete a task, exchange presentations with another group, and have them complete the task.*

43) Interprets specialized vocabulary
- Give students a selection containing color-coded special vocabulary. Have students substitute each word with a synonym from provided word list.

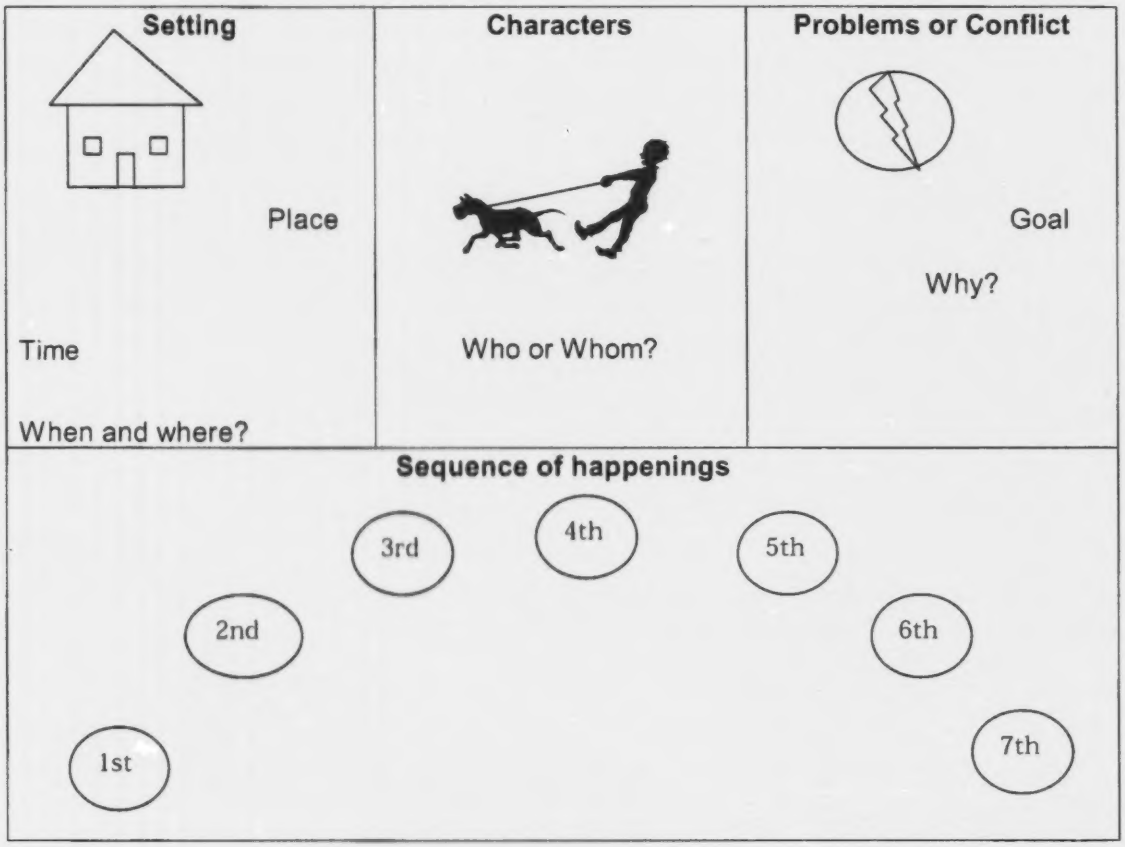
44) Identifies information which provides additional clarity (e.g., bold-faced print, illustrations, italics).
- Have students identify the bold-faced type and italics and discuss their relevance to the text.
- Have students examine and interpret information from charts, graphs, and tables.
- Have students examine and interpret information from illustrations and diagrams.

Utilizes listening skills for a variety of purposes

45) Follows multi-step directions

- Give students oral directions to construct a story web from a previously read story selection.
- Have students develop a story board following specific directions given by the teacher.

Example:



Adapted from *Project Read Story Plot Chart*

46) Listens to and comprehends oral reading
- Have the students listen to a literary selection and create a visual interpretation (e.g., describe image through movement or an illustration).
- Have the students listen to a literary selection and summarize orally or written.
- Listen to a literary selection and rewrite it in another form (e.g., rewrite a narrative as a play).
- *Selected passages for the above activities can be tape recorded and placed in a listening center.*

READING BENCHMARKS

Sixth Grade

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.
I - Informal Assessment—those marked "I" have an assessment task attached.

Demonstrates proficiency in the reading process

1) I - Reads orally with fluency based on rate, intonation, phrasing, and naturalness
2) O - Self-corrects when reading miscues
3) I - Reads fluently with understanding

Uses the process of word analysis/decoding to identify and comprehend words in context

4) O - Utilizes prior knowledge
5) I - Decodes unknown words using the three-cueing system (e.g., semantics/contexts meaning, syntax/sentence structure, graphophonic/sound-symbol correspondence)
6) I - Uses word patterns to correctly spell words in context
7) I - Extends word patterns (e.g., prefixes, suffixes, inflectional ending)
8) I - Uses synonyms, antonyms, and homonyms
9) I - Uses multiple meanings of words/homographs
10) I - Interprets the meaning of contractions and possessives
11) I - Utilizes figurative language/sound devices (eg., rhyming, alliteration, onomatopoeia)
12) O - Identifies/spells frequently-used words correctly

Uses comprehension strategies to get information from a wide range of materials

13) O - Utilizes prior knowledge
14) I - Identifies analogies
15) I - Locates, summarizes and combines information from different sources (e.g., dictionary, thesaurus, encyclopedia, atlas, computer)
16) I - Utilizes visual aids to completely understand the passage (e.g., picture, list, table, chart, graph)
17) I - Utilizes parts of a book (e.g., table of contents, index, glossary, chapter heading)
18) I - Identifies and applies knowledge of organizational patterns (e.g., sequence, cause and effect, comparison/contrast)
19) I - Summarizes main idea and supporting details
20) I - Makes predictions, draws conclusions and infers meaning
21) I - Skims and scans to locate key information
22) O - Rereads to determine meaning

23) I - Retells a story
24) I - Identifies the story elements (e.g., character, setting, plot, theme, mood/tone, conflict, and solution)

Reads and understands various types of literary selections (genres—e.g., fiction, nonfiction, biographies, poetry)

25) O - Utilizes prior knowledge
26) I - Identifies and creates genres
27) O - Connects the content of the passage to real life or current events
28) I - Determines author's purpose (e.g., entertain, describe, persuade, inform); mood/tone
(e.g., humorous, persuasive, ominous); point of view (e.g., first person, third person, omniscient)
29) I - Uses figurative language/literary devices (e.g., similes, metaphors, personification, and hyperbole)
30) I - Understands meaning of a passage from a selection

Reads and evaluates persuasive text

31) O - Utilizes prior knowledge
32) I - Understands the author's position (author's personal view)
33) I - Distinguishes between fact and opinion
34) I - Recognizes persuasive and propaganda techniques (e.g., bias, slant, misinformation, propaganda)

Reads and interprets practical workplace data (e.g., recipes, menus, assembly, directions, applications)

35) O - Utilizes prior knowledge
36) O - Follows written directions within a passage
37) I - Interprets specialized vocabulary
38) I - Compares the relationship between graphic aids and thecontent of the passage
39) I - Determines the sequence of activities needed to carryout a procedure
40) I - Locates and applies appropriate information (e.g., phone book, manuals, order forms)
41) I - Identifies information which provides additional clarity (e.g., bold-faced print, illustrations, italics)

Utilizes listening skills for a variety of purposes

42) O - Follows oral directions
43) O - Listens to and comprehends oral reading

Sixth Grade Informal Assessments

Guiding Questions	Task Sample
(1) Can the student read fluently with speed, pacing, inflection, and accuracy?	Ask the student to read a 100-word passage to determine fluency. When judging fluency, look for features such as the following: • the pace or rate at which the passage was read (notating hesitation, repetitions, omissions, and/or substitutions, etc.) • the expression or intonation in the student's voice • if the passage is read at a rate comparable to normal speech • if the passage is read observing punctuation marks
(3) Can the student read fluently with understanding? Is the student able to demonstrate ability to use background experiences? Is the student able to draw logical conclusions, predict outcomes, connect text to personal experiences, identify main idea, follow plot sequence, compare and contrast, follow printed directions, interact with content, and infer motives, traits, or feelings of characters?	Select an unfamiliar story from the student's basal reader or another age-appropriate children's book. • Have the student read the title of the story and look at the pictures to predict what the story will be about. Then probe to determine prior knowledge. • Have the student read the story and retell to process information read. • Have the student read the story and answer questions in writing about the story concerning story elements (e.g., character, setting, plot, theme, mood/tone, conflict, and solution) and author's purpose (e.g., inform, describe, entertain, or persuade). • Have the student summarize, in one sentence, the content read.

Guiding Questions	Task Sample
(5) Does the student decode words utilizing semantic/meaning cues, syntactic/grammar cues or graphophonic/sound-symbol cues?	Have the student read orally a 100 word passage as the teacher records miscues (notating incorrect responses). Example: The teacher will categorize miscues as follows: 1. Semantic/meaning cue – Student self-corrects (sc) when reading. boy (sc) dog The dog barks. 2. Syntactic/grammar cue – Student substitutes a word with a similar part of speech. hopped The boy jumped over the fence. 3. Graphophonic/sound-symbol cue -- student reads a word correctly in the initial, medial or final part of the word, but not whole word. fall The boy fell down the stairs.
(6) Can the student use word patterns to spell words?	Using an article from the newspaper, the student will locate words with similar word patterns (e.g., beat, bail, toy).
Guiding Questions	**Task Sample**

Guiding Questions	Task Sample
(7) Can the student utilize prefixes and suffixes in determining word meanings?	The teacher will write the following words on a board. The student will choose five (5) of the words to use in a short story. indirect immature triangle imperfect irregular unchanged indecent recall graceful wooden kingdom refusal
(8) Can the student recognize synonyms, antonyms, and homonyms?	The teacher will provide the following pairs of words. The student will identify whether the pairs are synonyms, antonyms, and homonyms. *Antonyms* abundant scarce sane insane swift slow idle busy harsh mild *Synonyms* monster creature happy merry huge giant humorous funny funny witty *Homonyms* sea see meet meat dear deer road rode buy by

(9) Can the student identify multiple meanings/homographs?	The teacher will write the following groups of sentences on the board. The student will select the two sentences in which the underlined word has about the same meaning. ___ 1. The light was so <u>faint</u> we couldn't read the newspaper. ___ 2. He knew he might <u>faint</u> from the loss of blood. ___ 3. A <u>faint</u> voice calling, "Help!" was heard.
(10) Can the student interpret the meaning of possessives and contractions?	Place the following words on the board and allow the student to select contractions or possessives. its it's won't wouldn't can't don't there's boy's child's theirs
(11) Can the student use figurative language to decode words utilizing graphophonic cues?	Ask the students to find examples of figurative language (sound devices) in a passage containing repeated patterns of vowels, consonants, blends and/or word families. Example: "From the rippulous pond came the comfortable sound of humming-fish humming while swimming around." (Dr. Seuss' *The Lorax*) rhyme – sound/around alliteration – <u>h</u>umming-fish <u>h</u>umming; came/comfortable; consonance – po<u>nd</u>/sou<u>nd</u>/arou<u>nd</u> assonance – p<u>o</u>nd/fr<u>o</u>m
Guiding Questions	**Task Sample**
(14) Can the student identify analogies?	Given a list of incomplete analogies, the

		student will supply the appropriate missing words. Example: 1. Page is to book as wheel is to (car) . 2. Hot is to cold as black is to (white) . 3. Pretty is to beautiful as intelligent is to (smart) .
(15)	Can the student locate, summarize, and combine information from different sources?	Given two pieces of similar literature, the student will locate, summarize, and combine the information. Example: Use the basal reader or Internet sources and social studies book to gather information on ancient Egypt; combine and summarize.
(16)	Can the student use visual aids to find information in a passage?	Given a list of questions on a topic, the student will use visual aids in a passage to find the information. Example: Locate a short passage with an accompanying graph, picture, diagram.
(17)	Can the student use parts of a book?	Given a list of questions on a topic, the student will use the specific parts of a book to locate information.

Guiding Questions	Task Sample
(18) Can the student identify and apply knowledge of organizational patterns?	Using a story, the student will compare and contrast the characters, and will use story events to determine cause and effect and sequence.
(19) Can the student summarize main ideas and supporting details?	Using a non-fictional passage, the student will identify the main idea and give supporting details.
(20) Can the student make predictions, inferences, and draw conclusions?	Using a story, the student will make predictions, inferences, and draw conclusions based on the title and/or setting of a story.
(21) Can the student utilize skimming and scanning techniques?	Using a non-fictional passage, the student will skim and scan to determine the subject of a passage.
(23a) Can the student retell a story?	The teacher will read a story orally. The student will create graphic organizers (e.g., webs, maps, weaves) to retell the story.

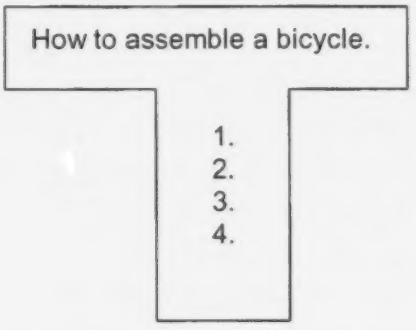
Guiding Questions	Task Sample
(23b) Can the student retell a story?	Have students listen to oral reading of story and then retell story (oral/written intervention for whole group). Retelling should include the following concepts: Concepts of Comprehension include: ▪ Specific details ▪ Relevant content ▪ General details Concepts of Metacognitive Awareness include: ▪ Connects background knowledge ▪ Summarizes text and connects to real life Concepts of Language Development include: ▪ Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions) ▪ Organizes details and structures composition Adapted from *Reading Success Network*

Guiding Questions	Task Sample
(24) Can the student identify the story elements?	The student will read a familiar age-appropriate story and answer guiding questions concerning story elements. Example: • Who was the story about (characters)? How did _____ feel when _____ happened (emotion)? • When and Where did the story take place (setting)? • Determine the plan of the story. What happened at the beginning, middle, and ending of the story (plot)? • What was the story mainly about (theme)? • Was there a problem in the story (conflict)? • How was the problem solved (solution)? • How does the author make the reader feel (mood/tone)?
(26) Can the student identify characteristics of short stories, poetry, and plays?	Give the students an example of a short story and a play, and have them identify and compare the characteristics.
(28) Can the student explain how the literary elements support the author's purpose?	After determining the author's purpose in a short story, the student will identify and explain supporting elements.

Guiding Questions	Task Sample
(29) Can the student use figurative language/literary devices?	Using similes and metaphors, the student will write a poem about himself/herself using each of the types of figurative language. Teacher will discuss figurative language and provide students with definitions. Ask students to find examples of each in their reading selection. Example: Hyperbole – exaggeration Simile – a comparison using <u>like</u> or <u>as</u> Metaphor – one thing is said to be another Personification – a thing or animal is given human qualities

Guiding Questions	Task Sample
(30) Does the student understand the meaning of a passage?	The teacher will read a short story (e.g., The Story About Ping, The True Story of the Three Little Pigs, or an excerpt from your reader). The student will: Make predictions: • Read story title and tell what story will be about. • Read beginning paragraph of story and add to title prediction. Read the Story: • Oral/silent reading of the story Retell the Story: • Oral/written retelling of the story Question related to the story elements of: • Character • Setting • Plot • Theme • Mood/Tone • Conflict • Solution Summarize the Story: • Tell what the story is about using a few sentences. Adapted from Woods and Moe, *Analytical Reading Inventory*

Guiding Questions	Task Sample
(32) Can the student understand the author's purpose?	The student will identify the important ideas to determine the author's purpose. Example: Have students talk in small groups to think about why the author wrote a story. Students will use a web to record their ideas. They can begin by thinking about what purpose the author set before writing. Did the author meet the goal? Goals — Did the author meet this goal?
(33) Can the student distinguish between fact and opinion?	Given a list of facts and opinions, the students will work in cooperative groups to decide which statements are facts and opinions.
(34) Can the student recognize persuasive and propaganda techniques?	Working in cooperative groups, the students will be given advertisements to determine examples of both persuasive and propaganda techniques.
(37) Can the student interpret specialized vocabulary?	The teacher will introduce specialized vocabulary from various sports. The students will work in cooperative groups to create a word web for a sport.

Guiding Questions	Task Sample
(38) Can the student compare the relationship between diagrams and the content of the printed directions?	Working in cooperative groups, the student will complete a T-graph to compare the relationship between graphic aids and content passage. Example: How to assemble a bicycle. 
(39) Can the student carry out a written procedure?	Provide written directions for heading papers correctly. Example: 1. Place your name on the right side of your paper on the first line. 2. Directly below your name, on the second line, write the date. 3. On the third line, below the date, write the subject. 4. Starting with the second line on the left side, number your paper 1-20. 5. After completing 1-4, put your pencil down on your paper and look up.

Guiding Questions	Task Sample

(40)	Can the student locate specific names in the phone book?	Given a list of names and a phone book, student will write the numbers of each person.
(41)	Can the student use an illustration to locate information?	Provide students with copies of local restaurant menus or make a mock menu. Student will answer questions about the menu. Example: 1. How many appetizers are offered? 2. Do they serve ice cream?

Suggested Teaching Strategies
SIXTH GRADE

Demonstrates proficiency in the reading process

1) Reads orally with fluency based on rate, intonation, phrasing, and naturalness
   - Have the students work with a partner until both can read a passage fluently and with expression.
   - Sustain silent reading with teacher in book of choice.
   - Conduct student/teacher conferences to listen to student read orally. Teacher will note the following:
     - ⇒ Student reads fairly fast, but may have self-corrections and re-runs.
     - ⇒ Student reads with automatic recognition of most words in appropriate level text.
     - ⇒ Student reads continuously for 20 minutes per day.
     - ⇒ Student reads at a comfortable rate comparable to normal speech.
   - Model fluent reading of a passage, poem, etc. Invite students to join in a choral reading by reading aloud together, saying words slowly and thoughtfully using correct pacing and inflection. Use a tape recorder to keep a record of students' choral reading performances. Remind students to use tone of voice and facial expressions that the character might use.
   - Invite students to pay attention to how performers (actors) express characters. Encourage students to imagine that they are the characters in the story. Modify the story into a script or play. Have them rewrite a passage with dialogue and a narrator. Read the selection using appropriate dramatic tone. Go back and read original text using appropriate pacing and inflection. *Tape record students performing dramatic readings.*
   - Have a good reader model a line-by-line reading of a passage/poem/song, etc., while the class echoes each line (*Echo Reading*). *Use karaoke machine to create reading model of passage, poem, or song.*
   - Give the students an opportunity to read dialogue expressively and to mirror the action with tone of voice (*Mirror the Action*).
   - Model fluent reading of a paragraph by pausing briefly at commas, dropping intonation and pausing at the end of sentences, and reading with expression (*Text Chunking).* The students then are invited to practice reading the paragraph with a partner until reading is fluent. When the students feel they are proficient in their reading of the paragraph, they may make a reading cassette to place in their portfolio.
   - Read (oral and choral) a poem or rhyming reading. Identify strong accents by tapping hands on legs to express accents. Chart accents on a large chart by writing lines of poem and using (<) to identify the accents. Locate other natural accents and balance those accents.

- Act out or create dance movements to a poem (or rhyming reading) using charted accent beats. *Use video recorder to tape dance movements and share video with other class members and other classes.*
- Read poetry together as a class.
- Have the students learn basic "do, re, mi" musical scale by demonstration (e.g., sing the scale). Simple instruments may be used to accompany the scale. Chart the "do, re, mi" scale on oversized musical staff paper or create own musical staff with five (5) lines and four (4) spaces. After the notes are charted, sing the scale together, emphasizing the sequence of increasing and decreasing steps from 'do' to 'do'. Sing the scale several times, varying the tempo (speed) and rhythm (beats) each time.
- Ask students to learn the song, *Do, A Dear,* from the musical *The Sound of Music* after learning the "do, re, mi" musical scale. In this song, the students will learn to sing the intervals of the "do, re, mi" scale forwards, backwards, skipping up and down, etc. Repeat the song several times, to learn the song from memory. After the song is memorized, practice varying the tempo (speed).

2) Self-corrects when reading miscues
   - Model oral reading each school day to the students. Reading material should include a wide variety of genre including fiction, non-fiction, poetry, etc.
   - Have the students read with a partner (buddy and/or paired reading). One of the students in the partnership should be a fluent reader.
   - *Have the student record a passage and play back the recording, following along in the book while listening to himself/herself read.*
   - Choral reading.

3) Reads fluently with understanding
   - Select a fairytale and have the students rewrite the tale in a present day setting.
   - Model to teach students to: use background experiences; draw logical conclusions; predict outcomes; connect text to personal experiences; identify main idea; follow plot sequence; compare and contrast; follow printed directions; interact with content; and infer motives, traits, or feelings of characters.
   - Model to teach students about who, what, when, where, why, and how questions. As you read text aloud to students, demonstrate how to pause and ask yourself questions as you read.
   - Ask questions relating to story elements (e.g., character, setting, theme, plot, mood or tone, conflict, and solution). Model how to ask questions to better understand the story. Point out how to draw on personal experiences for understanding concerning the inferred emotions of a character.
   - Have the students read for personal pleasure. The teacher will model daily sustained reading time. The students will then participate by choosing self-selected reading materials to read for a sustained silent time of a minimum of 20 minutes. Following a sustained reading time, a sharing time will be used for

students to describe characters, setting, and plot. Students may also ask questions using who, what, when, where, why, and how questions (not mandatory, but by choice). *Use audiotapes paired with text for students reading below grade level.*

- Have students work in small groups to write the story events on a map (*Circular Story Map)* in the order in which they occurred. Then, assign each story event to groups to describe in more detail. Have each group retell its event including the details. *Create the story map using a brainstorming/mapping tool. See Technology Resource Guide for suggested software.*
- Have students select one of the characters and rewrite the story from a first person point of view.
- Divide the students into groups according to the story elements (e.g., character, setting, plot, theme, mood or tone, conflict, and solution). Have each group read a story to determine the assigned element. Have students report to the class their opinions and support those opinions with facts from the story. Have students create a presentation of student's oral or written report.
- Write a dialogue or short script to dramatize a selected passage of poetry. Ask students to work in groups to develop the dialogue. Read the finished scripts aloud several times, improving fluency with each reading.
- Have the students take a familiar story and conduct a mock trial. Example: Students will participate in re-writing a familiar story into a dramatic script of a courtroom trial. The story must contain a conflict that may be dramatized (e.g., The Trial of the Three Little Pigs v. The Big Bad Wolf, or Billy Goat Gruff v. The Troll). Assign a role for each student to play in the trial (e.g., judge, jury, clerk, bailiff, prosecution [including attorney and witnesses], and defense [including the attorney and witnesses]). Read through the script several times, increasing the fluency and dramatic interpretation with each reading.
- Have the students read a book or article about spiders. Divide the class into five (5) different spider groups and study the characteristics of each group (e.g., appearances, habitat, food, action, enemies). *Use electonic/online resources to gather additional information on spiders. See Technology Resource Guide for suggested electronic/online resources.*
- *Video tape or tape record students performing or retelling passages.*

Uses the process of word analysis/decoding to identify and comprehend words in context

4) Utilizes prior knowledge
   - Have the students create KWL charts.
   - Use the cloze process. The teacher will provide a list of sentences for the students to determine the missing word in each sentence (e.g., The sun did not _____ today because it was cloudy.). *Have students fill in missing words and save as part of electronic student portfolio. See Technology Resource Guide for information on electronic student portfolio.*

5) Decodes unknown words using the three-cueingsystem (e.g., semantics/contexts meaning, syntax/sentence structure, graphophonic/sound-symbol correspondence)

- Provide the students with a list of words. The students will determine which letters produce the "schwa" sound (e.g., telephone, lemon—graphophonic).
- Demonstrate the parts of speech in a sentence through color-coding, illustrations, or sentence diagrams (syntax).
- Have the students read an unfamiliar paragraph with new words underlined. The students will select correct meaning from definitions provided.
- Write an unfamiliar paragraph on the board and read, pausing after each sentence. The students will hold up a word card from a given stack that completes the sentence.
- Assist the student in decoding unknown words by using the syntactical grammar structure cues through grammatical questioning techniques that utilize sentence patterns.

n n v n
Example: Howie and Sue drove the buses.

Questions: What happened in this sentence? (drove)
Who drove? (Howie and Sue)
What did they drive? (buses)

6) Uses word patterns to correctly spell words in context

- Pronounce a Word. The students will hold up the correct vowel combination card and pronounce the vowel combination (e.g., ai, ay, ee, ea, ie, oa, ow, ou).

7) Extend word patterns (e.g., prefixes, suffixes, inflectional ending)

- Have the students find prefixes and suffixes from a story/newspaper and make new sentences using these words.
- Provide the students with a list of root words and let them work in small groups. The students will produce a class chart listing root words and all added prefixes and suffixes.

Example:

38 Phonograms

	V-C/V-C-C	V-C-e/V-V0C	Diphtongs, r-controlled, others
a	at, am, ag, ack, ank, ap, an, ab	ay, ail, ain, ake	
e	ell, est, ed	eed	ew
i	ill, ip, ick, ing, in, ink, im	ine	ight
o	ot, op, ob, ock		out, ow, ore
u	unk, ug, uck, um		
y			y

Adapted from *CIERA from the National Reading Summit*

8) Uses synonyms, antonyms, and homonyms
   - Write antonyms on two sets of cards. The students find the matching pairs and make sentences for the words.
   - Have the students play Antonym Baseball. The students get one point for each antonym they can name when its opposite is "pitched" to them. They must use it in a sentence.
   - Present a sentence orally. Have the students replace a given word with its synonym as they repeat the sentence (e.g., The vase is big. The vase is large.).
   - Have the students read a phrase. The students will guess the rhyming synonym. For example:

Phrase	Rhyming Synonym
ill hen	sick chick
insect's trousers	ant's pants
fat newlywed	wide bride

   - Provide the students with a stack of homonym word cards. The students will hold up the correct homonym card after the teacher reads the sentence from the board.
   - Have the students use a thesaurus to locate synonyms for any specific word.
   - *Use electonic/online resources to locate examples of synonyms, homonyms, and antonyms. See Technology Resource Guide for suggested electronic/online resources.*

9) Uses multiple meanings of words/homographs
   - Have the students use a list of homographs to develop sentences that express the different meanings of homographs. For example:

Duck The duck is yellow.
You must duck to go under the rope.

- Have the students use a list of homographs to develop silly sayings.
- *Use graphics/drawing tool to illustrate words/silly sayings. See Technology Resource Guide for suggested software.*

10) Interprets the meaning of contractions and possessives
    - Have students make cards with the contraction form (e.g., I'm) on one side and the regular form (e.g., I am) on the other side. The students draw a card and use the contracted form in a sentence.
    - Attach two pockets to an empty tissue box. Label one pocket "possessives" and label the other pocket "contractions." Place a supply oftagboard strips in which you have underlined the possessive or contraction in the box. The students will pull out the strips and place each one in the correct pocket.

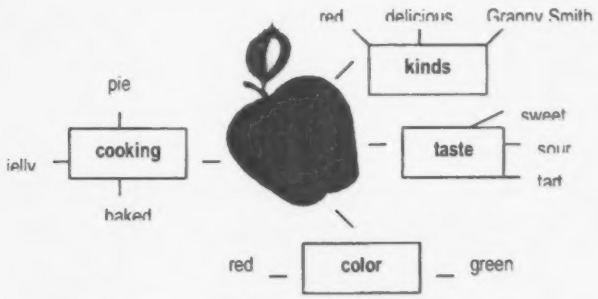
11) Utilizes figurative language/sound devices (e.g., rhyming, alliteration, onomatopoeia)
    - Put humorous magazine and newspaper clippings in a folder. The student will choose a clipping to write a limerick using a specific rhyming and syllable pattern.
    - *Use writing/publishing tool to have small groups create a booklet of limericks to share with others. See Technology Resource Guide for suggested software.*

12) Identifies/spells frequently-used words correctly
    - Have the students use beans with letters printed on each bean, (upper and lower case), to form spelling words that the teacher reads in context.
    - Have the student write and illustrate spelling words *Use a graphics/drawing tool to illustrate spelling words. See Technology Resource Guide for suggested software.*
    - *Create a word-search puzzle using frequently-used words in the context of a current story. After reading the story, the students will locate the vocabulary words in the puzzle. See Technology Resource Guide for online resources.*
    - Have the students write a paragraph daily on a favorite subject. *Use writing/publishing tool program to keep a personal journal. See Technology Resource Guide for suggested software.*

Uses comprehension strategies to get information from a wide range of materials

13) Utilizes prior knowledge
    - Provide students an opportunity to tell things they know about a topic of a book prior to reading a story by "story webbing" or "story spike-it" activities. For example:

Prior to reading the story, Johnny Appleseed, the teacher will ask the students to tell what they know about apples.



- Have the students create a KWL chart
- *Use brainstorming/mapping tool to create a KWL chart. See Technology Resource Guide for suggested software.*

Example:

What I know:
What I want to know:
What I learned:

14) Identifies analogies

- Discuss the rule for analogies which is to determine the relationship in the first part and extend to the second part. Present one list at a time to teach similar relationships.

  Example:

  The teacher will have students give opposites for a list of words on the board. As a group, the students will give an example for each word, and then do an analogy.

Opposites: friend: enemy
hot: _____

Part and Whole: finger: hand
toe: _____

15) Locates, summarizes, and combines information from different sources (e.g., dictionary, thesaurus, encyclopedia, atlas, computer)
- Provide students with questions to answer from different sources. Students answer each question and list the source used to answer each question.
- Provide a list of topics. *The students will gather information from three (3) sources and compile the information on a topic of their (e.g., library, electronic/online resources). See Technology Resource Guide for suggested software and electronic/online resources.*

16) Utilizes visual aids to completely understand the passage (e.g., picture, list, table, chart, graph)
- Have the students create a "Character Profile".

Example:

Facts about (a character)	What the facts could mean

- Have the students create a '"Character Evaluation Form".

Example:

Name: _____ Date: _____
Novel or Short Story: _____
Character: _____

What the character values	Examples from the story	How many values compare

- *Use brainstorming/mapping tool to enhance visual aids created. See Technology Resource Guide for suggested software.*

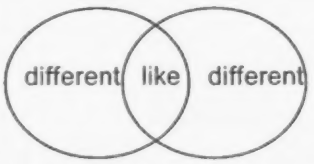
17) Utilizes parts of a book (e.g., table of contents, index, glossary, title page, headings, and captions)
- Refer to the table of contents of a textbook. Ask the students questions that apply to the table of contents.
- Refer to the index. Have the students determine the page number for a subject.
- Refer to the glossary. Have the students determine the meaning for a given word.

18) Identifies and applies knowledge of organizational patterns (e.g., sequence, cause and effect, comparison/contrast)
- Have the students use visual organizers to compare and contrast.

Examples:

T-Chart

Venn Diagram

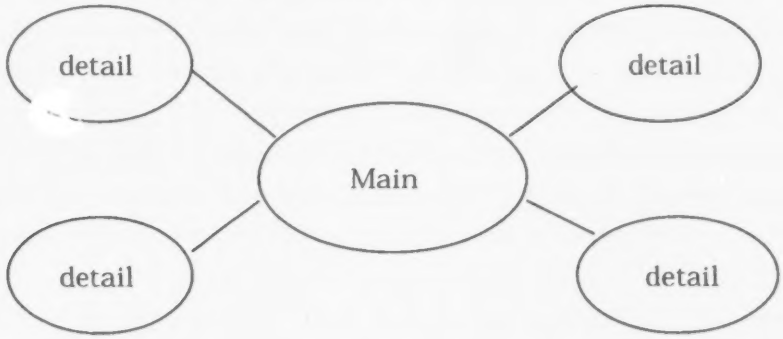


Y-Chart

- Have the students read a book that has been made into a movie. Use a Venn diagram to compare and contrast the movie and the book.
- Have the students read a story or book. Ask students to create a different story ending. Compare and contrast the book ending with the endings written by students.
- Read a short story to the students. Have the students complete a flow chart with the main idea in sequential order.
- Have the students read a story. Small groups will act out a story to demonstrate cause and effect.

19) Summarizes main idea and supporting details
- Have the students read a newspaper article without a title and write an appropriate title for the article.
- Have the students read a book and make a list of ten important facts found in the book.

- Have the students create a Bubble Map.



- *Use a brainstorming/mapping tool to create the bubble map. See Technology Resource Guide for suggested software.*

20) Makes predictions, draws conclusions, and infers meaning
- Have the students make predictions about a story and confirm their predictions after reading the story.
- Stop the story before the story ends, and have the students write the ending. *Tape record a story for students to predict the ending in their own words.*
- Have the students infer how a character felt when an event occurred in a story.

21) Skims and scans to locate key information
- Have students skim/scan reading selection to determine the characters and setting.

22) Rereads to determine meaning
- Give the students an article to read silently. Reread the article in small groups. Orally assess the students' comprehension of the passage through retelling and responding to questioning concerning story elements.
- Have pairs of students reread character conversation and have a class discussion on their interpretation of the dialogue.

23) Retells a story

- Have the students draw ten pictures on one sheet of paper to retell a story. Cut the pictures apart. Have students trade their pictures, and put them in sequential order to retell the story.

Example:

- Divide the class into groups. Assign each group a portion of the book to illustrate. Place illustrations at the front of the room. Have students put them in sequential order to retell the story.
- *Use a presentation tool to retell the story by illustration. See Technology Resource Guide for suggested software.*
- Have students listen to oral reading of story and then retell story (oral/written intervention for whole group). Retelling should include the following concepts:

  - Concepts of Comprehension include:
    - Specific details
    - Relevant content
    - General details

  - Concepts of Metacognitive Awareness include:
    - Connects background knowledge
    - Summarizes text and connects to real life

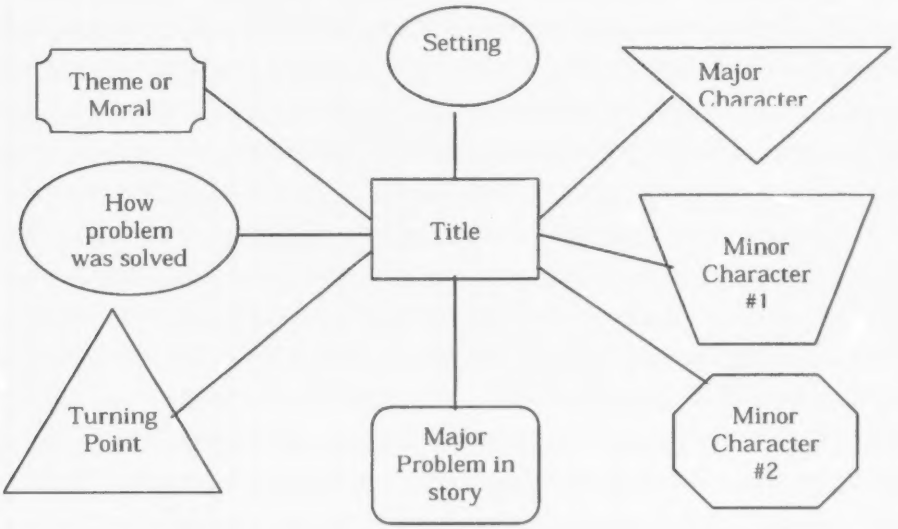
  - Concepts of Language Development include:
    - Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions)
    - Organizes details and structures composition

Adapted from *Reading Success Network*

- *Use writing/publishing or presentation tool to retell the fairy tale in a present day setting. See Technology Resource Guide for suggested software and activity.*

24) Identifies the story elements (e.g., character, setting, plot, theme, mood, conflict, and solution)

- Construct a "Story Map" for the students.



- Read a story aloud and have the students fill in the handy map as you read.

Example:

- *Have students design a story map using a brainstorming/mapping tool. See Technology Resource Guide for suggested software.*

Reads and understands various types of literary selections (genres—e.g., fiction, nonfiction, biographies, poetry)

25) Utilizes prior knowledge
- Have the students complete a KWL chart on each genre.

Example:

KWL – one sheet of paper divided into three (3) sections.

What I Know	What I want to know	What I learned

- *Use electronic student portfolio for students to record what is known, what I want to know before discussion and then to identify what I learned after class discussion. See Technology Resource Guide for information on electronic student portfolio.*

26) Creates various type of genres
- Read an example of a specific genre. Have the students create one of their own.

27) Connects the content of the passage to real lifeor current events
- Read a passage and ask students to look for information in newspapers and magazines and on the computer to find real-life and current events that relate to this passage. *Use electronic/online resources to find current events. See Technology Resource Guide for suggested electronic/online resources, software, and activity.*
- Discuss with the students "why" it is important that we learn the "values" or "lack of values" from the characters/people in the passage.

28) Determines author's purpose (e.g., entertain, describe, persuade, inform); tone (e.g., humorous, persuasive, ominous); point of view (e.g., first person, third person, omniscient)
- Divide the students into small groups. After a unit of stories, the groups will write each title on an index card and write the author's purpose, tone, and point of view. Then display each group's cards so they can compare.
- Read short passages. Have the students hold up the correct card that identifies the author's purpose, tone, and point of view.

29) Uses figurative language/literary devices (e.g., similes, metaphors, personification, and hyperbole)
- Have students use a literary device in their journal writing.
- Have students rewrite sentences using a literary device (e.g., The building is crowded. The building is packed like sardines.)

30) Understands meaning of a passage from a selection
- Have students listen to an oral passage and then retell the passage . . . (oral or written).
- Have the students read a passage in pairs, and discuss what it means to them.
- Have the students use a process of comprehension.
  - Make Predictions:
    - Read story title and tell what story will be about.
    - Read beginning paragraph of story and add to title prediction.
  - Read the Story:
    - Oral/silent reading of the story
  - Retell the Story:
    - Oral/written retelling of the story
  - Ask Questions related to the Story Elements:
    - Character
    - Setting
    - Plot
    - Theme
    - Mood/tone
    - Conflict
    - Solution
  - Summarize the Story:
    - Tell what the story is about using a few sentences

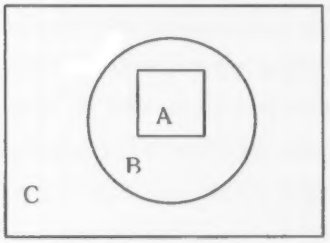
Process adapted from Woods and Moe, *Analytical Reading Inventory*

Reads and evaluates persuasive text

31) Utilizes prior knowledge
- Have students read title and predict the author's position.

32) Understands the author's position
- Have the students develop a Circle Map and Frame to establish and understand the author's position.

Example:



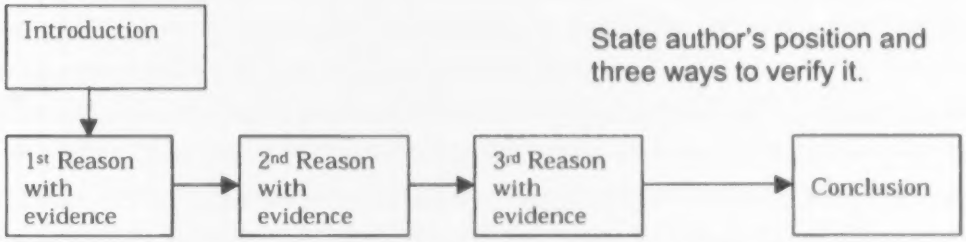
A. What is the author's position?

B. Brainstorm important points

C. Did the author's position influence your opinion?

- Have the students use a Flow Map to evaluate persuasive text and understand the author's position.

Example:



- *Use a brainstorming/mapping tool to create a flow chart. See Technology Resource Guide for suggested software.*

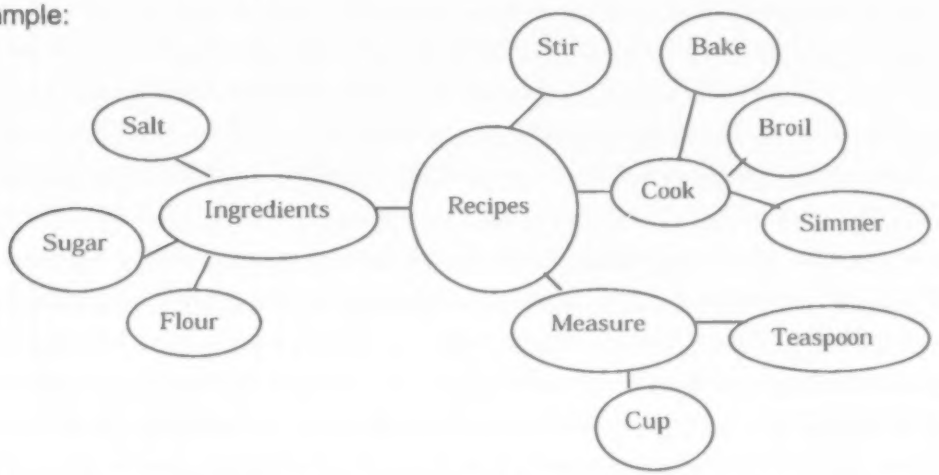
33) Distinguishes between fact and opinion
- Write sentences that are facts or opinions on individual strips of paper. Put sentence strips in brown paper bag. Let students come to the front of the room, draw a sentence strip, read it aloud, and tell if their sentence is a fact or opinion.

34) Recognizes persuasive and propaganda techniques (e.g., bias, slant, misinformation, propaganda)
- Have students search for magazine advertisements to identify the propaganda (e.g., bandwagon, testimonial, transfer, emotional words) techniques used in each ad.
- Have the students collect newspaper articles and identify bias, slant, and misinformation.
- *Use electronic/online resources to collect magazine and newspaper articles. See Technology Resource Guide for suggested electronic/online resources.*

Reads and interprets practical workplace data (e.g., recipes, assembly directions, applications, menus)

35) Utilizes prior knowledge
- Have the students develop a web or words about workplace data.

Example:



- *Use a brainstorming/mapping tool to develop the web. See Technology Resource Guide for suggested software.*

36) Follows written directions within a passage
- Develop written directions to a place in the school. The students will follow the written directions.

37) Interprets specialized vocabulary
- Label the parts of a picture (e.g., computer, menus, work application).
- Have the students play 'Concentration' matching specialized vocabulary to the workplace or job.

Example:
Menus/restaurant calculator/accountant
Hypodermic needles/nurse

38) Compares the relationship between graphic aids and the content of the passage
- Have the students make a Venn diagram of the information contained in an article and its graphic aid.
- Have the students write a paragraph explaining which was easier to understand and why.

39) Determines the sequence of activities needed to carry out a procedure
- Have the students write the directions to make a peanut butter and jelly sandwich.
- Have the students write directions, in a small group, on how to construct something simple. Swap directions with another group and try to construct the item.

40) Locates and applies appropriate information (e.g., phone book, manuals, order form).
- Provide the students with a list of names. The students will look up phone numbers and addresses in the phone book for these names.
- Model how to fill out an order form. Have students fill out a mock order form.
- *See Technology Resource Guide for suggested activity.*

41) Identifies information which provides additional clarity (e.g., bold-faced print, illustrations, italics)
- Have the students locate bold-faced print and italicized words in a text and identify their purpose and meaning.
- Have students scan an encyclopedia article and identify bold-faced print, illustrations, and italics.

Utilizes listening skills for a variety of purposes

42) Follows oral directions
- Have the students listen to movement directions and physically execute them (e.g., take two steps left, three steps right, then jump in place five times). Music may be played to accompany the activity.
- *Tape record directions and use in a center.*

43) Listens to and comprehends oral reading
- Read a short story orally, and have the students write a summary of what was read.
- Have the students liisten to a selection of poetry. Discuss the imagery that comes to mind throughout the poem.
- Have students repeat directions after receiving verbal directions. *These directions may be tape recorded and used in a center.*

READING BENCHMARKS

Seventh Grade

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.
I - Informal Assessment—those marked "I" have an assessment task attached.

Demonstrates proficiency in the reading process

1) I - Reads orally with fluency based on rate, intonation, phrasing, and naturalness
2) O - Self-corrects when reading miscues
3) I - Reads fluently with understanding

Uses the process of word analysis/decoding to identify and comprehend words in context

4) O - Utilizes prior knowledge
5) I - Utilizes root words, prefixes, and suffixes
6) I - Decodes unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, graphophonic/sound-symbol correspondence)
7) I - Uses spelling patterns and inflectional endings
8) I - Utilizes figurative language/sound devices (e.g., rhyming, alliteration, onomatopoeia)
9) I - Spells frequently-used words correctly

Uses comprehension strategies to get information from a wide range of materials

10) O - Utilizes prior knowledge
11) I - Interprets analogies
12) I - Skims and scans to locate key information
13) O - Rereads to determine meaning
14) I - Utilizes parts of a book (e.g., table of contents, index, glossary, title page, headings, and captions)
15) I - Utilizes visual aids to completely understand the passage (e.g., picture, list, table, chart, graph)
16) I - Identifies and applies knowledge of organizational patterns (e.g., sequence, cause and effect, comparison/contrast)
17) I - Summarizes main idea and supporting details
18) I - Makes predictions, infers information, and draws conclusions
19) I - Summarizes information
20) I - Locates and combines information from reference sources (e.g., dictionary, thesaurus, encyclopedia, atlas, computer)
21) I - Retells a story

22) I - Analyzes characters (e.g., physical characteristics, character traits, relationships)
23) I - Identifies story elements (e.g., character, setting, conflict, climax, theme, mood, resolution)

Reads and understands various types of literary selections (genres—e.g., fiction, nonfiction, biographies, poetry)

24) O - Utilizes prior knowledge
25) O - Interprets the meaning of passages
26) I - Identifies characteristics of genres
27) I - Recognizes author's tone (e.g., humorous, persuasive, ominous); purpose (e.g., entertain, persuade, inform); and point of view (e.g., first person, third person, omniscient)
28) I - Recognizes figurative language/literary devices (e.g., metaphors, similes, personification, and hyperbole)
29) O - Connects literature to real-life situations

Reads and evaluates persuasive text

30) O - Utilizes prior knowledge
31) I - Compares and contrasts informative and persuasive passages
32) I - Determines the author's position (author's personal view) and defends/supports with details
33) I - Recognizes persuasive techniques (e.g., bias, slant, misinformation, propaganda)

Reads and interprets practical workplace data (e.g., assembly directions, applications, recipes, menus)

34) O - Utilizes prior knowledge
35) O - Identifies essential information in directions
36) I - Supplies relevant information for forms
37) I - Explains how organizational aids and/or graphics relate to the content of the text
38) I - Interprets specialized vocabulary in a context
39) I - Determines the sequence of activities in a procedure
40) I - Locates and applies appropriate information (e.g., phone book, manuals, order forms)
41) I - Identifies information which provides additional clarity (e.g., bold-faced print, illustrations, italics)

Utilizes listening skills for a variety of purposes

42) O - Listens to and comprehends oral reading

43) I - Recalls main idea, details, and facts
44) O - Responds to peers/teachers after listening

Seventh Grade Informal Assessments

Guiding Questions	Task Sample
(1) Can the student read fluently with speed, pacing, inflection, and accuracy?	Ask the student to read a 100-word passage to determine fluency. When judging fluency, look for features such as the following: • the pace or rate at which the passage was read (notating hesitations, repetitions, omissions, and/or substitutions, etc.) • the expression or intonation in the student's voice • if the passage is read at a rate comparable to normal speech • if the passage is read observing punctuation marks
(3) Can the student read fluently with understanding? Is the student able to demonstrate ability to use background experiences? Is the student able to draw logical conclusions, predict outcomes, connect text to personal experiences, identify main idea, follow plot sequence, compare and contrast, follow printed directions, interact with content, and infer motives, traits, or feelings of characters?	Select an unfamiliar story from the student's literary selection or another appropriate children's book. • Have the student read the title of the story and look at the pictures to predict what the story will be about. Then probe to determine prior knowledge. • Have the student read the story and retell to process information read. • Have the student read the story and answer questions, in writing, about the story concerning story elements (e.g., character, setting, plot, theme, mood/tone, conflict, and solution) and author's purpose (e.g., inform, describe, entertain, or persuade). • Have the student summarize, in one sentence, the content read.

Guiding Questions	Task Sample
(5) Can the student identify root words, prefixes, and suffixes?	Using a four (4) column chart, place the prefix and meaning in Column I, the root word and meaning in Column 2, the suffix and meaning in Column 3, and word meaning in Column 4.

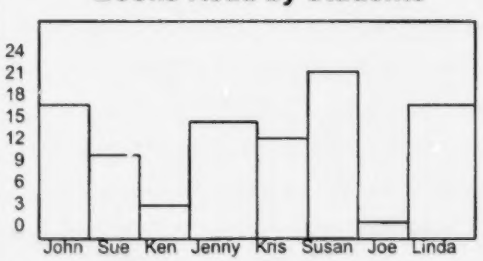
Prefix	Root Word	Suffix	Word Meaning
trans	America		across America
in	aud	ible	not able to be heard
	therm o	meter	heat measure
epi	dermis		outer skin
tran	scribe		to write across

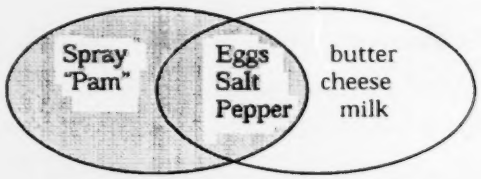
Guiding Questions	Task Sample
(6) Does the student decode words utilizing semantic/meaning cues, syntactic/grammar cues or graphophonic/sound-symbol cues?	Have the student read orally a 100-word passage as the teacher records miscues (noticing incorrect responses). Example: The teacher will categorize miscues as follows: 7. Semantic/meaning cue – Student self-corrects (sc) when reading. boy (sc) dog The dog barks. 8. Syntactic/grammar cue – Student substitutes a word with a similar part of speech. hopped The boy jumped over the fence. 9. Graphophonic/sound-symbol cue. Student reads a word correctly in the initial, medial or final part of the word, but not whole word. fall The boy fell down the stairs.

Guiding Questions	Task Sample
(7) Can the student use spelling patterns and inflectional endings?	Select a written passage, have the student locate specific spelling patterns and inflectional endings. Example:
(8a) Can the student identify figurative language?	The student will write a poem about a pet using each of the types of figurative language sound devices. Example: The cute calico cat (alliteration) and the mischievous mini-mouse (rhyme) (alliteration) meowed and squealed (onomatopoeia) all over the house (rhyme).

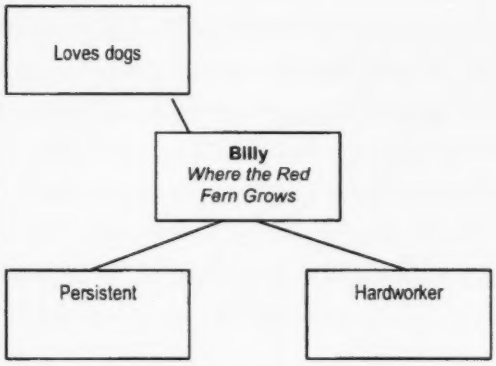
	V-C/V-C-C	V-C-e/V-V-C	Diphthongs, r-contolled, others
a	at, am, ag, ack, ank, ap, an, ab	ay, ail, ain, ake	
e	ell, est, ed	eed	ew
i	ill, ip, ick, ing, in, ink, im	Ine	ight
o	ot, ip, ob, ock		out, ow, ore
u	unk, ug, uck, um		
y			y

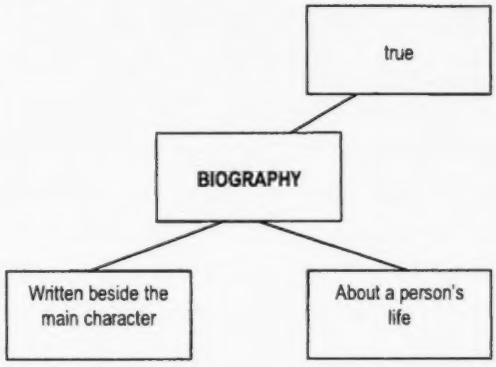
Guiding Questions	Task Sample
(8b) Can the student identify figurative language to decode words utilizing graphophonic cues?	Ask the student to find examples of figurative language (sound devices) in a passage containing repeated patterns of vowels, consonants, blends and/or word families. Example: "From the rippulous pond came the comfortable sound of humming-fish humming while swimming around." (Dr. Seuss' *The Lorax*) rhyme – sound/around alliteration – humming-fish humming; came/comfortable; consonance – pond/sound/around assonance – pond/from
(9) Can the student identify and spell frequently-used words correctly?	The student will circle words in the newspaper used more than 10 times in an article. The student will summarize the article using the vocabulary words and spell the words correctly.
(11) Can the student use analogies?	The student will find the relationship between each pair of words. Example: hand: glove as egg: carton dog: canine as pupil: student, person

Guiding Questions	Task Sample
(12) Can the student skim or scan?	The student will skim a newspaper article for answers to who, what, when, and where. Example: 1. Who was the article about? 2. What is happening? 3. When is it happening? 4. Where is it happening?
(14) Can the student utilize parts of a book?	When given a particular subject, the student will use the index to determine the location of the information. Example: In the index of the science book, list the first three main topics.
(15) Can the student utilize visual aids?	Given a list of questions, the student will answer the questions by using a graph or other visual aids (maps, chart). Example: **Books Read by Students**  1. Who read the most books? 2. Who read the least books? 3. Who read ½ as many books as John?

Guiding Questions		Task Sample
(16)	Can the student apply knowledge of organizational patterns?	Using two similar recipes, the student will compare and contrast by using a Venn diagram. Identify cause and effect and sequence in a story. Example: **Scrambled Eggs** Mom's Grandmother's 
(17)	Can the student identify main idea and supporting details?	Using three (3) comic strips from the newspaper, the student will write down details in each comic strip and what he/she thinks the main idea is.
(18)	Can the student make predictions, inferences, and draw conclusions?	After reading a portion of a selection, the student will predict the outcome. After reading a poem, such as "Stopping by the Woods on a Snowy Day" by Robert Frost, have the student infer what type of person the character is.
(19)	Can the student summarize or paraphrase a story?	After reading a literary selection, the student will tell the main points or events of the selection.
(20)	Can the student locate and combine information from reference sources?	The student will choose a topic and use three sources to locate information for a presentation.
Guiding Questions		**Task Sample**

(21) Can the student retell a story?	Have students listen to oral reading of story and then retell story (oral/written intervention for whole group). Retelling should include the following concepts: Concepts of Comprehension include: ▪ Specific details ▪ Relevant content ▪ General details Concepts of Metacognitive Awareness include: ▪ Connects background knowledge ▪ Summarizes text and connects to real life Concepts of Language Development include: ▪ Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions) ▪ Organizes details and structures composition Adapted from *Reading Success Network*

Guiding Questions	Task Sample
(22) Can the student analyze characters?	After reading a literary selection, the student will construct a character web. *Example:*  See Emotions Chart on page 141.
(23) Can the student identify the story elements?	After reading a literary selection, have the student identify the setting. Setting: *Where the Red Fern Grows*, the Ozarks, during the 1930's

Guiding Questions	Task Sample
(26) Can the student identify characteristics of each genre?	Construct a concept map, which explains the characteristic of a particular genre. Example: 
(27) Can the student recognize author's tone, purpose, and point of view?	After reading a literary selection, ask the student the following questions: • How does this story make you feel? • Why do you think the author wrote this story? • Who is telling the story?
(28) Can the student understand literary devices?	When given a simile or metaphor, the student will identify the two items being compared and how they are related. Example: What is meant by the sentence: Her little sister is a doll?

Guiding Questions	Task Sample
(31a) Can the student identify persuasive writing?	When given three paragraphs, the student will identify the selection that is persuasive.
(31b) Can the student identify informative writing?	When given three paragraphs, the student will identify the selection that is informative.
(32) Can the student determine the author's position?	Read a literary selection and tell how the author wants the reader to view the subject and tell the details he/she uses to influence the reader.
(33) Can the student recognize persuasive techniques?	Given several short, reading selections of persuasive writing, determine the author's position. Classify the evidence as either fact or opinion. Evaluate the evidence as fair or as a persuasive technique used to mislead the reader.
(35) Can the student identify essential information in directions?	After reading directions to complete a task, the student will perform the task as directed.
(36) Can the student supply the necessary information to complete a form?	Given an application, complete all questions with correct information.
(37) Can the student interpret a visual aid which relates to the content of the text?	Given written directions with a diagram to complete activity, the student will perform the task as directed.

Guiding Questions	Task Sample
(38) Can the student identify the specialized vocabulary in a context?	Given a specialized selection related to a specialized work, identify and explain specialized vocabulary.
(39) Can the student follow a written procedure?	Given directions to assemble a simple product, have the student complete the procedure.
(40) Can the student locate information in a manual?	Given a phone book, have student locate a business. Can you find the phone number for Wendy's on Ray Road?
(41) Can the student identify information in an illustration?	In a history or science textbook, locate the bold-faced headings of each section. Can you list the main heading in a chapter?
(43) Can the student recall the main idea, details, and facts after listening to a reading selection?	After hearing a selection, retell the main idea, details, and facts pertaining to the selection.

Suggested Teaching Strategies
SEVENTH GRADE

Demonstrates proficiency in the reading process

1) Reads orally with fluency based on rate, intonation, phrasing, and naturalness
   - Have the students work with a partner until both can read a passage fluently and with expression.
   - Sustain silent reading with teacher in book of choice.
   - Conduct student/teacher conferences to listen to student read orally. Teacher will note the following:
     ⇒ Student reads fairly fast, but may have self-corrections and re-runs.
     ⇒ Student reads with automatic recognition of most words in appropriate level text.
     ⇒ Student reads continuously for 20 minutes per day.
   - Model fluent reading of a passage, poem, etc. Invite students to join in a choral reading by reading aloud together, saying words slowly and thoughtfully using correct pacing and inflection. *Use a tape recorder to keep a record of students' choral reading performances.* Remind students to use tone of voice and facial expressions that the character might use.
   - Invite students to pay attention to how performers (actors) express characters. Encourage students to imagine that they themselves are the characters in the story. Modify the story into a script or play. Have them rewrite a passage with dialogue and a narrator. Read the selection using appropriate dramatic tone. Go back and read original text using appropriate pacing and inflection.
   - Have a good reader model a line-by-line reading of a passage/poem/song, etc., while the class echoes each line (*Echo Reading*).
   - Give the students an opportunity to read dialogue expressively and to mirror the action with tone of voice (*Mirror the Action*).
   - Model fluent reading of a paragraph by pausing briefly at commas, dropping intonation and pausing at the end of sentences, and reading with expression (*Text Chunking*). The students then are invited to practice reading the paragraph with a partner until reading is fluent. When the students feel they are proficient in their reading of the paragraph, they may make a reading cassette to place in their portfolio. *Use video camera to record students as they read.*
   - Read (oral and choral) a poem or rhyming reading. Identify strong accents by tapping hands on legs to express accents. Chart accents on a large chart by writing lines of poem and using (<) to identify the accents. Locate other natural accents and balance those accents.
   - Conduct a poem using written accent beats as guides.
   - Read poetry together as a class.
   - Ask students to take turns reading favorite poems to the class.

- Take turns reading passages of a story, demonstrating dramatic elements of the passage by using inflection, pacing, etc.
- *Use tape recorder, video camera, or karaoke machine to record and replay student performances.*

2) Self-corrects when reading miscues
   - Have the students model reading orally with fluency based on rate, intonation, phrasing, and naturalness, utilizing miscues. Read to the students several times each school day. Reading material should include a wide variety of genres including fiction, non-fiction, poetry, etc.
   - Have the students use an easy-to-read story and/or poem for a choral reading. Have all students participate in orally reading the material with fluency based on rate, intonation, and phrasing to gain meaning.
   - Have the read with a partner (buddy and/or paired reading). One of the students in the partnership should be a fluent reader.
   - *Tape record a student reading a passage or story. Play back the recording and have student follow along in the book while listening to himself/herself read.*

3) Reads fluently with understanding
   - Demonstrate ability to: use background experiences; draw logical conclusions; predict outcomes; connect text to personal experiences; identify main idea; follow plot sequence; compare and contrast; follow printed directions; interact with content; and infer motives, traits, or feelings of characters.
   - Model to teach students about who, what, when, where, why, and how questions. As you read text aloud to students, demonstrate how to pause and ask yourself questions as you read.
   - Ask questions relating to story elements (e.g., character, setting, theme, plot, mood or tone, conflict, and solution). Model how to ask questions to better understand the story. Point out how to draw on personal experiences for understanding concerning the inferred emotion of a character.
   - Read for personal pleasure. The teacher will model daily-sustained reading time. The students will then participate by choosing self-selected reading materials to read for a sustained silent time of a minimum of 20 minutes. Following a sustained reading time a sharing time will be used for students to describe characters, setting, and plot. Peers may also ask questions using who, what, when, where, why, and how questions (not mandatory, but by choice). *Use audio books paired with text for below level readers.*
   - Have students work in small groups to write the story events on a map (*Circular Story Map)* in the order in which they occurred. Then, assign each story event to groups to describe in more detail. Have each group retell their event including the details. *Use a brainstorming/mapping tool to create story map. See Technology Resource Guide for suggested software.*
   - Have students make simple puppets of characters in the book, then prepare a short puppet show to tell story to the class. *Videotape the activity to share with other classes or parents.*

- Have students dress up as one of the characters and retell the story from a first person point of view. *Videotape this activity to share with other classes or parents.*
- Divide the students into groups according to the story elements (e.g., character, setting, plot, theme, mood or tone, conflict, and solution). Have each group read a story to determine the assigned element. Have students report to the class their interpretation and support that opinion with facts from the story.
- Illustrate an event in a story. Label the illustration with a descriptive sentence or passage. *Use graphics/drawing tool to illustrate events. See Technology Resource Guide for suggested software.*
- Have the students take a familiar story and conduct a mock trial. Example: Students will participate in re-writing a familiar story into a dramatic script of a courtroom trial. The story must contain a conflict that may be dramatized (e.g., The Trial of the Three Little Pigs v. The Big Bad Wolf, or Billy Goat Gruff v. The Troll). Assign a role for each student to play in the trial (e.g., judge, jury, clerk, bailiff, prosecution [including attorney and witnesses], and defense [including the attorney and witnesses]). Read through the script several times, increasing the fluency and dramatic interpretation with each reading. *Video tape trial and share with peers, parents, and administrators.*
- Have the students interpret selected passages of a story utilizing music and creative dance movements. Divide students into groups. As one group performs their created dance, one group will read the passage aloud and another group will play musical rhythm instruments.
- Write a dialogue or short script to dramatize a selected passage of poetry. Ask students to work in groups to develop the dialogue. Read the finished scripts aloud several times, improving fluency with each reading.
- Have the students demonstrate life within an ant colony. Divide students into the six (6) different ant groups and study the characteristics of each group. Create a story with the ants as characters. In the story, show the lifestyle, diet, work habits, etc. of each group. The story may include a menu with food, job descriptions, etc.

Uses the process of word analysis/decoding to identify and comprehend words in context

4) Utilizes prior knowledge
   - Give students a reading selection. Have students use context cues to determine the meanings of any unfamiliar words.

5) Utilizes root words, prefixes, and suffixes
   - Distribute cards having either a root word, prefix, or suffix printed on the front with the meaning of each on the back. Students will group together to form a new

word, and write a sentence using the word correctly. Repeat procedure forming new words.

6) Decodes unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, graphophonic/sound-symbol correspondence)
   - Demonstrate the parts of speech in a sentence through color coding, illustrations, or sentence diagrams. *Use writing/publishing tool to color code words or use different fonts to distinguish differences. See Technology Resource Guide for suggested software.*
   - Encourage the students to use phonetic decoding strategies with meaning-cues strategies to figure out unknown words. This is done by calling attention to consonant sounds in the beginning, final, and medial positions in the unknown word while focusing on meaning of the passage.
   - Have the students write the letters of the alphabet on Post-It-Notes, one letter on each sheet. Use one color for consonants and another for vowels. Combine the Post-It-Note letters to form spelling/sight words.
   - Spread shaving cream on a desktop, and allow student to write letters/words in the foam.
   - Read a selection of poetry. The students will identify words with different phonemes, (e.g., touch your head when you hear a word that begins with 'tr").
   - Use graphics or colors to decode words. Example: Paint vowels yellow, paint consonants red, paint blends blue, etc.
   - Identify pictures of words that have long vowels, short vowels, etc. Example: Ask students to cut out magazine pictures of words with short vowel sounds. Make a *short "a" sound* collage, a *long "o" sound* collage, etc.
   - Assist the student in decoding unknown words by using the syntactical grammar structure cues through grammatical questioning techniques that utilize sentence patterns.

	n	n	v	n	n	n	n
Example:	Mom	and Dad	sent	Jimmie	and Gloria	a book	and a postcard.

Questions:
What happened? (sent)
Who sent? (Mom and Dad)
What did they send? (book and postcard)
To whom did they send? (Jimmie and Gloria)

	n	adv.	v	n	n
Example:	Greg	carefully	handed	Chris	the present.

Questions:
What happened in the sentence? (handed)
Who or what handed? (Greg)
What was handed? (present)
To whom was the present handed? (Chris)

How did Greg hand Chris the present? (carefully)

n v n prep. phrase
Example: Angie wrote Anna a book about popcorn.

Questions: What happened in the sentence? (wrote)
What or what wrote? (Angie)
What did Angie write? (book)
To whom did she write the book? (Anna)
What kind of book did she write? (about popcorn)

7) Uses spelling patterns and inflectional endings
   - Have the student locate words containing a particular spelling pattern or inflectional ending from a reading selection. *Use a writing/publishing tool to retype passage and color code words or use different fonts to identify specific words. See Technology Resource Guide for suggested software.*

8) Utilizes figurative language/sound devices (e.g., rhyming, alliteration, onomatopoeia)
   - Read a poem and find examples of rhyming.
   - Have students select a consonant from their initials. Have them compose a sentence of eight words with at least six (6) words having the chosen consonant. Illustrate the alliteration and present to the class. *Use graphics/drawing tool to illustrate alliteration. See Technology Resource Guide for suggested software.*

9) Spells frequently-used words correctly.

Example:

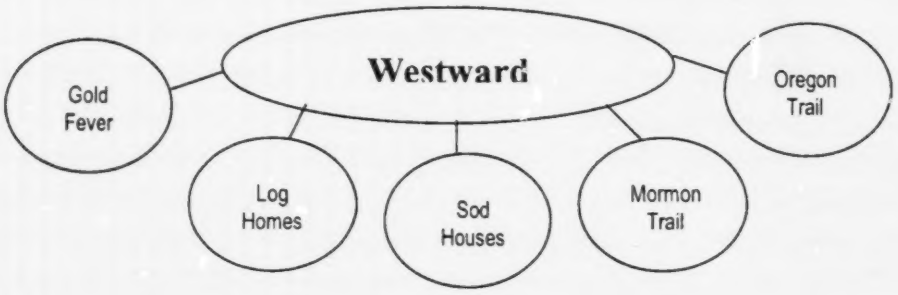
38 Phonograms

	V-C/V-C-C	V-C-e/V-V0C	Diphtongs, r-controlled, others
a	at, am, ag, ack, ank, ap, an, ab	ay, ail, ain, ake	
e	ell, est, ed	eed	ew
i	ill, ip, ick, ing, in, ink, im	ine	ight
o	ot, op, ob, ock		out, ow, ore
u	unk, ug, uck, um		
y			y

Adapted from *CIERA from the National Reading Summit*

Uses comprehension strategies to get information from a wide range of materials

10) Utilizes prior knowledge
- Give the student a particular subject. Have the student complete a concept map webbing the information the student knows about the subject. *Use brainstorming/mapping tool to create a concept map. See Technology Resource Guide for suggested software.*



11) Interprets analogies
- Have the students complete the analogy.

Synonym:	cushion is to pillow as woman is to _____	Part and Whole:	finger: hand :: Toe: _____
Antonym:	friend: enemy :: hot: _____	Characteristic Quality:	soft: cotton :: hot: _____
Classification:	science: subject :: football: _____		

12) Skims and scans to locate key information
- Have the students scan a newspaper article for the basic facts. Have the students tell who, what, where, and when of the story.
- Have the students scan a magazine article and write down facts they remember. Place students in groups to share information and reconstruct the story.
- *Use a writing/publishing tool to create a newsletter based on facts. See Technology Resource Guide for suggested software and activity.*

13) Rereads to determine meaning
- Give the students a reading selection from a factual text (e.g., magazine article) to read. After the students complete the passage, orally assess the students' comprehension of the passage.

14) Utilizes parts of a book (e.g., table of contents, index, glossary, title page, headings and captions)
- Use the table of contents of a reading selection. The teacher will ask questions that apply to that table of contents (e.g., On what page does Chapter 4 begin? In what chapter would you find the California Gold Rush?).
- Use information about the index. Have the students determine the page number for a subject (e.g., On what page would you find the information about the Oregon Trail?).
- Use the glossary. Have the students determine the meaning for a given word (e.g., What is a sod house?).
- Use informational text. Select a chapter and have the students locate information about the subject within the chapter (e.g., Within the chapter of Westward Expansion, the students will locate the part of the chapter where information about the Oregon Trail is found.)

15) Utilizes visual aids to completely understand the passage (e.g., picture, list, table, chart, graph)

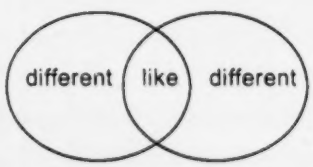
- Have students read an article, which is accompanied by a picture, list, table, chart, or graph. Have students use the visual aids to interpret or clarify statements in the article.
- Have students study a graph or chart, then write a paragraph explaining the information.
- *Use a data/analysis tool for students to input data to create charts and graphs to help other readers understand a given passage. See Technology Resource Guide for suggested software and activity.*

16) Identifies and applies knowledge of organizational patterns (e.g., cause and effect, comparison/contrast, and sequence)
- Have the students use visual organizers to compare and contrast:

Examples:

T-Chart

Venn Diagram



Y-Chart

Evaluate by questioning. Can students discriminate? Can students use different criteria to make comparisons and contrasts? Can students identify and describe significant relationships?
- Have the students read a book that has been made into a movie. Use a Venn diagram to compare and contrast the movie and the book.
- Have the students divide students into groups to create different dance movements or musical compositions to interpret a poem or story ending. Each group will perform their creative interpretations. Groups will compare and contrast the endings, describing the qualities that they liked, disliked, etc.
- Have the students compare and contrast different story authors and illustrators. Describe things that are similar, and describe things that are different.
- Have the students analyze the use of contrast in the visual arts (e.g., foreground/ background, hard edge/soft edge, dark/light, etc.).
- Have the students learn musical terms that describe contrast. Refer to the Music Glossary of the *Mississippi Fine Arts Framework* or other music reference for assistance. Example: Demonstrate terms that describe varying or contrasting tempi, such as *tempo allegro* for fast, and *tempo largo* for slow, etc.
- Have the students use a Venn diagram to compare and contrast similar stories (e.g., *Lon PoPo*, and *Little Red Riding Hood*).

- Have the students read a story or book. Ask students to create a different story ending. Compare and contrast the book ending with the endings written by students. *Students could use a writing/publishing tool to present new story endings. See Technology Resource Guide for suggested software.*
- Have the students read two different versions of the same story (e.g., The Three Little Pigs and The True Story of the Three Little Pigs) and compare and contrast the details. *Exchange predictions, conclusions, and meaning with a partner in another school via e-mail or U.S. mail.*
- Have the students sequence historical events depicted in art that can be used to describe the sequence in a series of events (e.g., western scenes of Frederic Remington, family scenes of Mary Cassett, sea scenes of Winslow Homer, neighborhood scenes of Lawrence Jacobs).
- Have the students read a picture story-book to the students. Have the students complete a flow chart with the main idea in sequential order.
- Have the students read a story. Small groups will act out a story to demonstrate cause and effect.
- Ask students to bring in toys or articles from home that illustrate cause and effect. The student then describes the cause and effect (e.g., The balloon squeaks because it leaks).
- Have the students analyze the result of specific movements. Let students act out events that occur in nature. Example: Let some of the students get under an umbrella. Play classical music or jazz music and ask the other students to act out the rain in the music.

17) Summarizes main idea and supporting details
- Have the students read a literary selection and respond to the selection by answering the question, "What did you notice from what you read?"
- Provide the students with a newspaper article without a title and have them read the article and write an appropriate title for the article.
- Group students and make a puzzle using details from the book (story). Give the puzzle to other groups to solve.
- Have the students read a book (story) and make a timeline or calendar to recall important events/details of the story. *Use software to create timelines or calendar for each story. See Technology Resource Guide for suggested software.*
- Have students prepare a list of questions to determine whether others have read book carefully.
- Have the students read a book. Have students make a list of ten (10) important facts found in the book.
- Have students make a diorama showing a main event from the book. Then have students recall and retell details about the event.
- Have students draw several illustrations that include story details to accompany the book. Then student will retell the story to the class using pictures as aids.

- Have students recall details from a story. Create drawings to illustrate the details of the story. *Use graphic/drawing tool to design illustrations. See Technology Resource Guide for suggested software.*
- Have the student read a story. Ask students to choose one event of the story and rewrite it from a first person perspective. Recall as many details as possible.

18) Makes predictions, infers information, and draws conclusions
- Have students use cues from story and personal experience about similar situations to predict what might happen. Ask students to list and explain predictions. Later, have them explain their reasoning. Finally, discuss whether or not they predicted the events that did occur. Have students confirm a prediction using details from the story.
- Illustrate a prediction. Have students use cues from a story to create a drawing that illustrates their predictions of the story's ending. After completing the drawings, students may share their illustrations and predictions. After the teacher reads the entire story, the students will compare their predictions to the actual ending. *Use graphics/drawing tool to illustrate predictions. See Technology Resource Guide for suggested software.*
- Play or sing the beginning of a new song. Students will take turns predicting the outcome (or the next melody line) of the song.
- Present the students a magazine picture. Ask the students to give the picture a title, which interprets the mood of the picture. Ask the students to justify their choice.
- Have the students create story map and character map from a reading selection. Present the event of the story, relationships of characters, and elements of story, etc.
  Story Map Example: Problem caused by Villain Resolution . . . Conclusion
  Character Map Example: Hero attributes, emotions, Why? What, etc.

19) Summarizes information
- Have student summarize a reading selection by writing a letter to a friend about the selection.
- Have student write a newspaper article about a short story answeringthe questions who, what, when, and where.

20) Locates and combines information from reference sources (e.g., encyclopedia, atlas, computer)
- Have the students select a subject of interest and prepare a presentation using encyclopedia, computer, or other informational text. *Use electronic/online resources to research topics. After thorough research, students present project using presentation tools. See Technology Resource Guide for suggested software and online resources.*

21) Retells a story

- Have students listen to oral reading of story and then retell story (oral/written intervention for whole group). Retelling should include the following concepts:

  - Concepts of Comprehension include:
    - Specific details
    - Relevant content
    - General details

  - Concepts of Metacognitive Awareness include:
    - Connects background knowledge
    - Summarizes text and connects to real life

  - Concepts of Language Development include:
    - Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions)
    - Organizes details and structures composition

  Adapted from *Reading Success Network*

- *Videotape students retelling the story to share with peers, parents, and administrators.*

22) Analyzes characters (e.g., physical characteristics, character traits, relationships)
- Have the students supply three words that describe the characters at the beginning, middle, and end of the story by constructing a states chart. Ask questions which focus your thoughts and feelings of the characters. Encourage students to put themselves in the character's place.

Questions:

At the beginning of the story, the character felt:

Characters	When	Feeling	Why

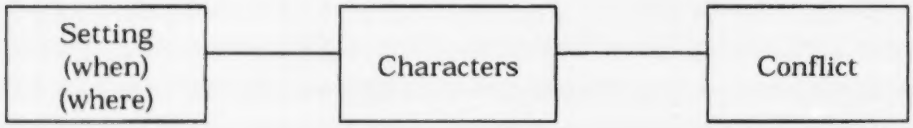
- Character web/mind maps: Using the text, find four to six qualities that describe your character and list specific passage for support.

23) Identifies story elements (e.g., character, setting, initiating events or problems, climax, theme, resolution)
- Develop meaning for each story element:
  character – people or animals that act out the story
  setting – the place and time the story occurs
  conflict – the main character's struggle with himself, another character, or outside forces

climax – most intense part of story
theme – message about life
episodes – the events which solve the problem
resolution – solution to the problem

- Have students construct a story map with a particular story. *Videotape students explaining each part of the story elements.*

Example:



Reads and understands various types of literary selections (genres—e.g., fiction, nonfiction, biographies, poetry)

24) Utilizes prior knowledge
- Have the student complete a KWL chart on each genre.

KWL
One sheet of paper divided in three (3) sections.

(1) What I Know	(2) What I Want to Know	(3) What I Learned

- Have students make predictions about the story. Look at the cover, and make predictions. Take a picture walk through the book and make predictions based on the illustrations. What time of year do you think this book takes place?

25) Interprets the meaning of passages
- Have students read a poem or literary passage, then discuss the passage/poem, in groups of four. The groups will then paraphrase the selection and read aloud to the class.
- Have the students use a process of comprehension.
  - Make Predictions:
    - Read story title and tell what story will be about
    - Read beginning paragraph of story and add to title prediction
  - Read the Story:
    - Oral/silent reading of the story

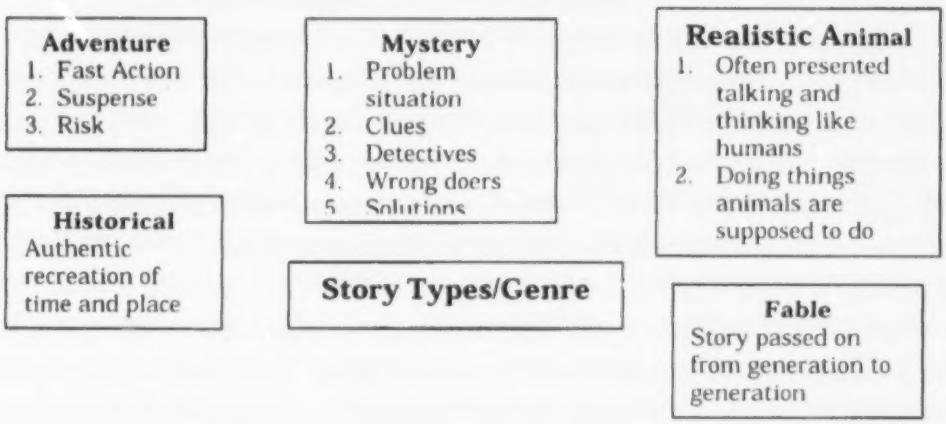
- Retell the Story:
  - Oral/written retelling of the story

- Ask Questions related to the Story Elements:
  - Character
  - Setting
  - Plot
  - Theme
  - Mood/tone
  - Conflict
  - Solution

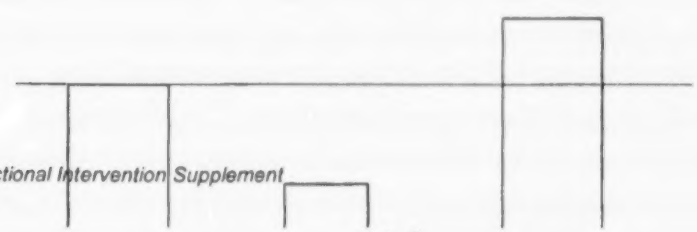
- Summarize the Story:
  - Tell what the story is about using a few sentences.

Process adapted from Woods and Moe, *Analytical Reading Inventory*

26) Identifies and creates characteristics of genres
- Have student web characteristics of various genres.



- Have passages/book titles of various story types/genres written on 3x5 cards. Students will classify passages into genre groups. Students will classify stories as genre types read during a selected time period. Then students will graph the stories they read.
- *Use graphics/drawing tool and sound files from Internet to illustrate and describe different genres. See Technology Resource Guide for suggested software and online resources.*



Fantasy	Mystery	Historical Fiction

- Write story parallels to match the characteristics of various genre types.

27) Recognizes author's tone (e.g., humorous, persuasive, ominous); purpose (e.g., entertain, persuade, inform); and point of view (e.g., first person, third person, omniscient)
   - Have the students read a story. The students will write one sentence to answer the following questions.
     1. Why did the author write the selection? (entertain, persuade, inform)
     2. How does the story make you feel?
   - Read a story. The students will write a sentence to respond to the following:
     1. Describe the narrator of a book or selection.
     2. Discuss the differences that the story would have if told from the point of view of another character.

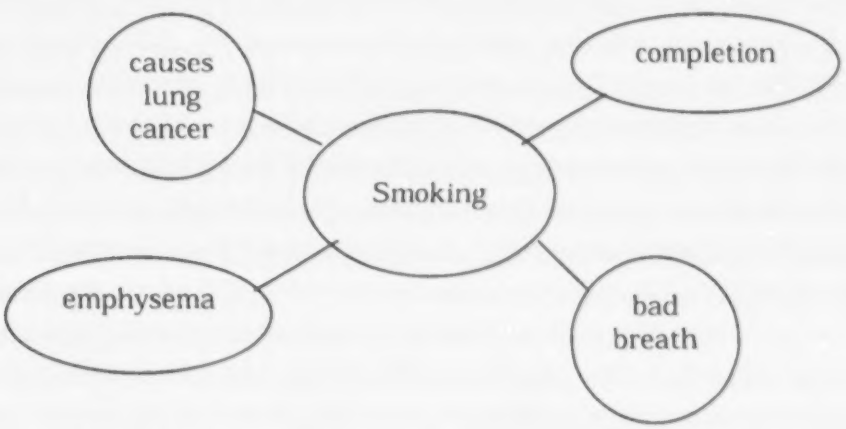
28) Recognizes figurative language/literary devices (e.g., metaphors, similes, personification, and hyperbole)
   - Use picture story books to teach literary devices.
   - Read poetry and picture story books such as Owl Moon by Jane Yolen and pick out the figurative language. Ask questions such as:
     1. What two things are being compared?
     2. How can they be similar?
     3. What is the meaning of the comparison?
   - Read picture story books such as Sylvester and Magic Pebble by William Steig where the author personifies the characters. Have students write journal entries about where the characters are personified.
   - Read picture story books that provide examples of literary devices:
     Alliteration: A repeated consonant sound occurring at the beginning of neighboring words and within neighboring words as well. Read the following picture story book orally then have students write and illustrate their own alliteration sentences. (Mama, Papa, and Baby Joe, Daly, Niki; How Do You Hide a Monster, Virginia Kahl)
     Hyperbole: Obvious and extravagant exaggeration not meant to be taken literally. Example: I'm so hungry, I could eat a horse. Read the following picture story book and have students identify the hyperbole. (A Million Fish . . . More or Less, Patricia McKissack; Where the Wild Things Are, Maurice Sendak)
     Metaphor: A suggested comparison between two unlike things for the purpose of pointing out an implied similarity; a device that suggests that the thing is the

other thing. Example: Tumbleweeds are the lost children of the desert.
Picture books to read: Encournter, Jane Yolen
Onomatopoeia: Words that suggest or imitate the sounds they represent.
Picture story books to read: Welcome to the Green House, Jane Yolen and The Tale of Peter Rabbit, Beatrix Potter.

29) Connects literature to real-life situations
- Respond in writing to the question: What does this book remind you of in your life? Tell how the story relates to you.

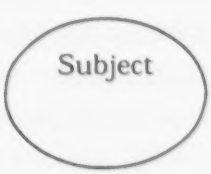
Reads and evaluates persuasive text

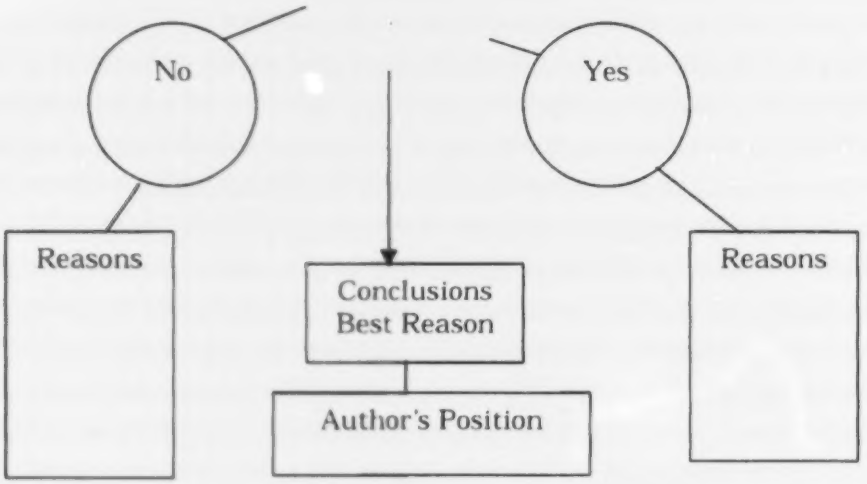
30) Utilizes prior knowledge
- Ask questions about subject of the reading selection.
- Have the students complete a concept map about the subject webbing the information the student knows about the subject.
- *Search commercial sites on Internet and analyze quality of products. See Technology Resource Guide for suggestion of online resources.*
- Have the students describe a personal experience of buying a product when the advertising was not accurate.



31) Compares and contrasts informational and persuasive passages
- Have the students use a Venn diagram to compare and contrast passages.

32) Determines the author's position (author's stand) and defends/supports with details
- Have the student use a discussion web.





33) Recognizes persuasive techniques (e.g., bias, slant, misinformation, propaganda)
- Have students bring in examples of persuasive texts, such as advertisements and editorials. Identify the techniques the author uses to convince the reader to believe as he does.

Reads and interprets practical workplace data (e.g., recipes, assembly directions, applications, menus)

34) Utilizes prior knowledge
- Have students write a paragraph describing how to order from a menu at their favorite restaurant.
- Have students relate text to known explanation through journal writing.
- Ask questions that will require students to relate prior knowledge to specified text.
- *Have students visit a restaurant's website and create activities for peers using information from the menu. See Technology Resource Guide for suggested online resources and activity.*

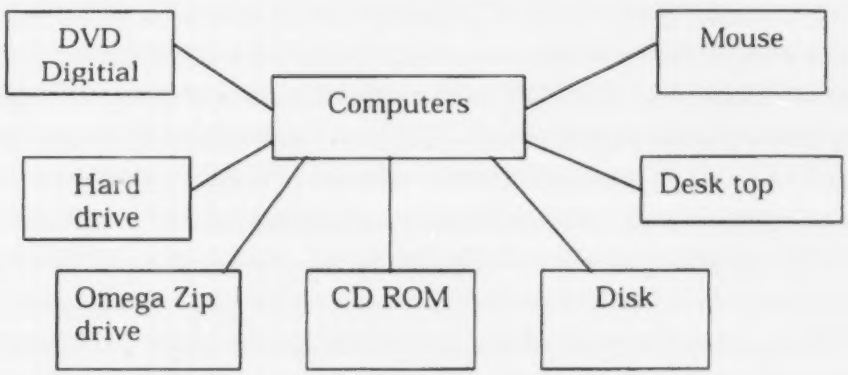
35) Identifies essential information in directions
- Have students write directions and draw a map from the school to their house.
- Have students hide a treasure then write a map to help locate the hidden treasure.

36) Supplies relevant information for forms
- Determine the vocabulary of relevant form. Define terms such as spouse, dependent, occupation, marital status, etc.
- Provide students a job application and allow them to complete the form.

- *Visit employment opportunity sites and download job applications for students to practice completing. See Technology Resource Guide for suggested online resources.*

37) Explains how organizational aids and/or graphics relate to the content of the text organization
- Have students bring in a graphic aid from a newspaper or magazine.
- Have them write three questions concerning the data displayed on the graph. Exchange papers and have students answer the questions.

38) Interprets specialized vocabulary in a context
- Create a semantic/meaning word map associated with a specialized vocabulary.



- *Have students identify vocabulary associated with an Internet browser. See Technology Resource Guide for suggested activity.*

39) Determines the sequence of activities in a procedure
- Have the students write directions for making a simple food.

  Example: Rice Krispies Treats

- *Use writing/publishing tool for students to create a cookbook of technology tips for lower elementary students (e.g., saving files, drawing pictures). See Technology Resource Guide for suggested software and activity.*

40) Locates and applies appropriate information (e.g., phone book, manuals, order forms)
- Give a particular category (e.g., TV repair). Student will locate three possibilities giving physical location and telephone number.

41) Identifies information which provides additional clarity (e.g., bold-faced print, illustrations, italics)

- Outline a passage from a textbook (e.g., science, history, etc.)
- Answer questions devised from illustrations in textbooks.
- Explain purpose of italicized words, illustrations, and bold-faced print in text.

Utilizes listening skills for a variety of purposes

42) Listens to and comprehends oral reading
- Have students listen to reading selection then write a reading response answering the following questions:
  1. What do you remember about what you read?
  2. How does it make you feel?
  3. What does it remind you of in your life?

43) Recalls main idea, details, and facts
- Have the students listen to a story and write a newspaper account of the main idea, details, and facts of the passage.
- Have students answer the following questions after hearing a reading selection:
  1. Who is the passage about?
  2. What happened?
  3. When?
  4. Where?
  5. How?
  6. Why?

  Then use answers to each question to write a one sentence statement that captures the main idea.
- Find a newspaper or magazine passage to read. Use a marker to highlight the answers to various questions.

44) Responds to peers/teachers after listening
- Have students listen to student's journal writings and respond to each other's journal entries by writing letters to each other.

READING BENCHMARKS

Eighth Grade

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.
I - Informal Assessment—those marked "I" have an assessment task attached.

Demonstrates proficiency in the reading process

1) I - Reads orally with fluency based on rate, intonation, phrasing, and naturalness
2) O - Self-corrects when reading miscues
3) I - Reads fluently with understanding

Uses the process of word analysis/decoding to identify and comprehend words in context

4) O - Utilizes prior knowledge
5) I - Uses root words, prefixes, and suffixes
6) I - Uses multiple meanings
7) I - Utilizes synonyms, antonyms, and homonyms
8) I - Decodes unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, and graphophonic/sound-symbol correspondence)
9) O - Uses spelling patterns and inflectional endings
10) I - Utilizes figurative language/sound devices (e.g., rhyming, alliteration, onomatopoeia)

Uses comprehension strategies to get information from a wide range of materials

11) O - Utilizes prior knowledge
12) I - Utilizes visual aids to completely understand a passage (e.g., picture, list, table, chart, graph)
13) I - Identifies and applies knowledge of organizational patterns (e.g., sequence, cause and effect, compare/contrast)
14) I - Recalls details and justifies
15) I - Makes predictions, draws conclusions, and infers meaning
16) I - Skims and scans to locate key information
17) I - Summarizes or paraphrases a story
18) I - Retells a story
19) O - Uses parts of a book (e.g., title page, table of contents, index, glossary, headings and captions)
20) I - Interprets and uses analogies
21) I - Locates and combines information from reference sources (e.g., dictionary, thesaurus, encyclopedia, atlas, computer)
22) O - Rereads to determine meaning

23) I - Summarizes main idea and supporting details
24) I - Identifies story elements (e.g., character, setting, plot, theme, mood/tone, conflict, climax, resolution)

Reads and understands various types of literary selections (genres—e.g., fiction, nonfiction, biographies, poetry)

25) O - Utilizes prior knowledge
26) I - Interprets the various types of genres
27) I - Recognizes author's purpose (e.g., entertain, persuade, inform); tone (e.g., humorous, persuasive, ominous); point of view (e.g., first person, third person, omniscient)
28) O - Connects literature to real-life situations
29) I - Interprets the meaning of passages
30) I - Recognizes figurative language/literary devices (e.g., metaphors, similes, personification, and hyperbole)

Reads and evaluates persuasive text

31) O - Utilizes prior knowledge
32) I - Recognizes and uses persuasive techniques (e.g., bias, slant, misinformation, propaganda)
33) I - Determines author's position (author's personal view) and defends/supports with details

Reads and interprets practical workplace data (e.g., recipes, assembly directions, applications, menus)

34) O - Utilizes prior knowledge
35) O - Reads and follows written and oral directions in passages
36) I - Identifies and interprets specialized vocabulary in a context (jargon)
37) I - Determines the sequence of activities for procedure
38) I - Locates and applies appropriate information (e.g., phone book, manuals, and order forms)
39) I - Identifies information which provides additional clarity (e.g., bold-faced print, illustrations, italics)

Utilizes listening skills for a variety of purposes

40) O - Listens and comprehends oral reading (e.g., teacher, peers, speakers)
41) I - Listens and responds to teacher/peers

Eighth Grade Informal Assessments

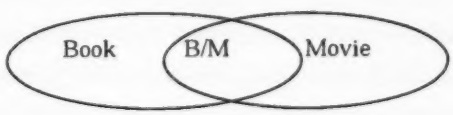
Guiding Questions	Task Sample
(1) Can the student read fluently with speed, pacing, inflection, and accuracy?	Ask the student to read a 100-word passage to determine fluency. When judging fluency, look for features such as the following: • the pace or rate at which the passage was read (notating hesitations, repetitions, omissions, and/or substitutions, etc.) • the expression or intonation in the student's voice • if the passage is read at a rate comparable to normal speech • if the passage is read observing punctuation marks
(3) Can the student read fluently with understanding? Is the student able to demonstrate ability to use background experiences? Is the student able to draw logical conclusions, predict outcomes, connect text to personal experiences, identify main idea, follow plot sequence, compare and contrast, follow printed directions, interact with content, and infer motives, traits, or feelings of characters?	Select an unfamiliar story from the student's literary selection or another appropriate children's book. • Have the student read the title of the story and look at the pictures to predict what the story will be about. Then probe to determine prior knowledge. • Have the student read the story and retell to process information read. • Have the student read the story and answer questions, in writing, about the story concerning story elements (e.g., character, setting, plot, theme, mood/tone, conflict, and solution) and author's purpose (e.g., inform, describe, entertain, or persuade). • Have the student summarize, in one sentence, the content read.

Guiding Questions	Task Sample
(5) Can the student identify prefixes and suffixes?	Using a four (4) column chart, place the prefix and meaning in Column I, the root word and meaning in Column 2, the suffix and meaning in Column 3, and word meaning in Column 4.
(6) Can the student identify multiple meanings?	The student will select the two sentences that have a similar meaning. Example: 1. I will channel my energies. a. The fish will swim the channel. b. She will turn to Channel 12. c. Republicans will channel their vote.
(7) Can the student use synonyms, antonyms, and homonyms?	Given a pair of words, the student will identify the pair as synonym, antonym, or homonym. *Example:* help—assist see—sea furious—happy

Uncomfortable

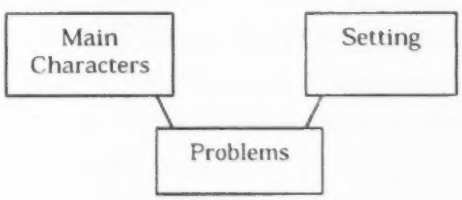
Prefix	Root Word	Suffix	Word Meaning
un	comfort	able	not able to give comfort
	arrange	ment	process of arranging

Guiding Questions	Task Sample
(8) Does the student decode words utilizing semantic/meaning cues, syntactic/grammar cues or graphophonic/sound-symbol cues?	Have the student read orally a 100-word passage as the teacher records miscues (noticing incorrect responses). Example: The teacher will categorize miscues as follows: Semantic/meaning cue – Student self corrects (sc) when reading. boy (sc) dog The dog barks. Syntactic/grammar cue – Student substitutes a word with a similar part of speech. hopped The boy jumped over the fence. Graphophonic/sound-symbol cue. Student reads a word correctly in the initial, medial or final part of the word, but not whole word. fall The boy fell down the stairs.

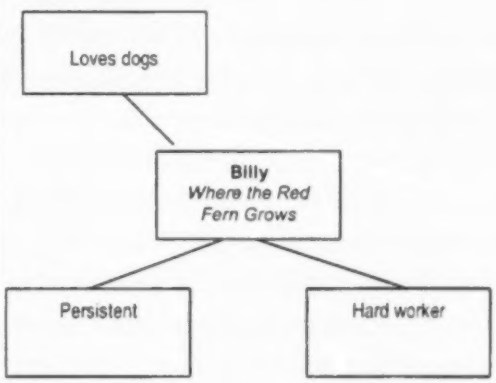
Guiding Questions	Task Sample
(10) Can the student use figurative language to decode words utilizing graphophonic cues?	Ask the students to find examples of figurative language (sound devices) in a passage containing repeated patterns of vowels, consonants, blends and/or word families. Example: "From the rippulous pond came the comfortable sound of humming-fish humming while swimming around." (Dr. Seuss' *The Lorax*) rhyme – sound/around alliteration – humming-fish humming consonance – pond/sound/around assonance – pond/from
(12) Can the student use visual aids to completely understand a passage?	The students will select the correct visual aid to present with their interpretation of the passage.
(13) Can the student identify and apply knowledge of organizational patterns?	The students will create a cause and effect statement using examples from their own experience. For example, "I brought an umbrella today, because it was raining." Using a Venn diagram, the student will compare and contrast a book and a movie version of a book or compare and contrast characters in a book and characters in a movie. 

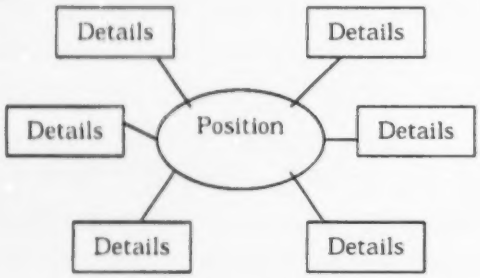
Guiding Questions	Task Sample
(14) Can the student recall details and justify his/her answers?	After reading a story, the student will orally retell the main events in sequence.
(15) Can the student make predictions, draw conclusions, and infer meaning?	After making predictions, student will read story examples from a selection to draw conclusions about the action of characters. The student will confirm predictions and supporting details.
(16) Can the student skim and scan to locate key information?	Given a set of questions prior to reading, the student will locate information within text in a limited amount of time.
(17) Can the student summarize or paraphrase a story?	After reading a short story, the student will summarize by paraphrasing specific events (e.g., main idea, purpose, key signal [words]).

Guiding Questions	Task Sample
(18) Can the student retell a story?	Have students listen to oral reading of story and then retell story (oral/written intervention for whole group). Retelling should include the following concepts: Concepts of Comprehension include: ▪ Specific details ▪ Relevant content ▪ General details Concepts of Metacognitive Awareness include: ▪ Connects background knowledge ▪ Summarizes text and connects to real life Concepts of Language Development include: ▪ Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions) ▪ Organizes details and structures composition Adapted from *Reading Success Network*
(20) Can the student use and interpret analogies?	The student will find the relationship between each pair of words and justify answer. Example: hand: glove *as* egg: carton dog: canine *as* pupil: student,

Guiding Questions	Task Sample
(21) Can the student locate information in reference materials?	Using a dictionary/thesaurus, have the student locate a vocabulary word. Using an encyclopedia/computer, have the student locate a specific chapter/story related to subject.
(23) Can the student summarize a story?	After listening to an oral presentation, the student will summarize (e.g., main idea, purpose, key signal words using a story map). 

Guiding Questions	Task Sample
(24a) Can the student apply content read to story elements?	After reading a literary selection, the student will use visual aids to identify story elements and write a brief explanation. Example: • Who was this story about (characters)? How did _____ feel when _____ happened (character emotion)? • Where did this take place (setting)? • What happened at the beginning, middle, and ending of this story (plot)? • What was the story mainly about (theme)? • Was there a problem in the story (conflict)? • How was the problem fixed (solution)? • How does the author make the reader feel (mood/tone)? • How does the author make the reader feel (mood/tone)? See Emotions Chart on page 141.

Guiding Questions	Task Sample
(24b) Can the student analyze characters?	After reading a literary selection, the student will construct a character web. Example: 
(26) Can the student interpret various types of genres?	Read a poem or short story or view a short play, then have the student identify the types of genres. Use passages from your curriculum tools such as social studies textbook, science textbook, Internet, etc.
(27) Can the student determine the author's purpose?	The student will determine the author's purpose by labeling a selection from each category (e.g., informational, persuasive, argumentative, entertainment).
(29) Can the student interpret the meaning of different passages?	Given a selected passage, the student will make a journal entry exploring what the passage means to him/her and support this entry with details from the story.

Guiding Questions	Task Sample
(30) Can the student recognize figurative language/sound devices?	Students will identify examples of figurative language from a text they have read and restate examples in literal language.
(32) Can the student recognize and use persuasive techniques?	After reading selected text, students will identify persuasive techniques used by the author and then write a persuasive composition using identified technique.
(33) Can the student determine the author's position and defend/support with details?	Student will determine the author's position of view and support his/her answer with details from the selected text. 
(36) Can the student identify or interpret specialized vocabulary in context?	Given an application form, assembly instruction, or computer manual, the student will identify words relevant to the task.
(37) Can the student determine the sequence of activities for procedure?	The student will rearrange sentence strips to read the correct procedure for making a "pot of chili."

<table>
<tr><th>Guiding Questions</th><th>Task Sample</th></tr>
<tr><td>(38) Can the student locate and apply appropriate information?</td><td>The student will use the phone book to find numbers and addresses for a local school, a bookstore, someone named Jones, and the first person listed.
<table><tr><td></td><td>Address</td><td>Phone #</td></tr><tr><td>School</td><td></td><td></td></tr><tr><td>Bookstore</td><td></td><td></td></tr><tr><td>A Jones</td><td></td><td></td></tr><tr><td>1st Person listed</td><td></td><td></td></tr></table></td></tr>
<tr><td>(39) Can the student identify information which provides additional clarity?</td><td>Student will define and explain bold-faced print, illustrations, and italics within a given text.</td></tr>
<tr><td>(41) Can the student listen and respond to teacher/peer?</td><td>The teacher reads unfamiliar story and asks guiding questions concerning story elements.

Example:

• Who was this story about (characters)? How did _____ feel when _____ happened (character emotion)?
• Where did this take place (setting)?
• What happened at the beginning, middle, and ending of this story (plot)?
• What was the story mainly about (theme)?
• How does the author make the reader feel (mood or tone)?
• Was there a problem in the story (conflict)?
• How was the problem fixed (solution)?</td></tr>
</table>

Suggested Teaching Strategies
EIGHTH GRADE

Demonstrates proficiency in the reading process

1) Reads orally with fluency based on rate, intonation, phrasing, and naturalness
   - Create student/teacher conference checklist. During an oral reading, the teacher will listen and mark appropriately. Suggested headings for the checklist would be: Rate of Oral Reading, Number of Self-Corrections, Automatic Recognition, Comfortable/Normal Speech Pattern, Comprehension, etc.
   - Demonstrate fluent reading of a short passage. Record yourself and demonstrate self-evaluation. Students will select a passage, practice, record, self-evaluate, and then decide if they wish to place it in their portfolios.
   - Select a variety of favorite, familiar poetry. Read poetry together in groups or as a class.
   - Prepare a skit that uses characters from the story. Each character must tell expressively a part of the story.
   - Observe performers expressing characters. Invite students to notice how they perform and to imagine themselves as characters. Students will invent and perform an original script using these elements of rate, intonation, phrasing, and naturalness.
   - Have the students choose a partner to practice a passage with and present when both partners read with fluency and expression.
   - Have the students select a book for sustained silent reading.
   - Have the students chart famous people (e.g., in movies, politicians), and their famous lines (e.g., "Make my day," "I regret that I have but one life to give"). Students will identify and analyze rate, intonation, phrasing, and naturalness.
   - *Read aloud from selected Internet Web pages with appropriate emphasis. See Technology Resource Guide for suggested online resources.*

2) Self-corrects when reading miscues
   - Have the students read a passage aloud and circle miscues.
   - Have the student work in small groups to identify common miscues in the same passages.
   - Select passages from a wide variety of genres. Read to students modeling self-correction, using miscues.
   - Tally on miscue analysis, and review and add words.
   - *Tape or video record students reading passages aloud for self-assessment.*

3) Reads fluently with understanding
   - Have the students work in groups to illustrate story events. Switch with other groups and take turns taping cards on the wall in sequential order.

- Select a newspaper article of student choice. Discuss and underline who, what, when, where, and how questions. Read aloud and model the thought process of questioning yourself as you read.
- Create a list of questions with students that will identify story elements in any type of selection.
- Model reading for pleasure in your room everyday. When appropriate, discuss plot, setting, etc., and ask students to share.
- Brainstorm creative ways to retell a story (e.g., using puppets, videos, charades).
- Conduct a mock trial. For example, the student will choose or write a dramatic script of a courtroom trial. Practice fluency and dramatic interpretation with each reading (e.g., The Trial of the Three Little Pigsversus The Big Bad Wolf. . . People's Court, appropriate historical cases).
- Have the students work in groups. Read poetry and interpret the poem through dance.
- Have students write a short story, present it to the class orally and develop an assessment for their story.
- *Create videotape presentation of a story, play, biography, etc. Exchange responses about the text with another class in a different school via U.S. Post or e-mail.*

Uses the process of word analysis/decoding to identify and comprehend words in context

4) Utilizes prior knowledge
   - Give students a reading selection. Students will use context cues to determine word meaning.
   - Select a passage containing unfamiliar words.
   - Have students list meanings of unfamiliar words and justify meanings to teacher. Then have the students write a paragraph using the words.

5) Uses root words, prefixes, and suffixes
   - Have students create a puzzle using index cards. The root word will be on one piece, a prefix on one piece, and the suffix on the other. Student will create ten (10) puzzles and switch with a partner (e.g., words for index – un, use, able). Cards must come from the selection.
   - Have the students chart on butcher paper those words found in a literary selection that contain prefixes and suffixes.
   - Have the students identify root words from a passage selected.
   - Have the students play Prefix/Suffix Bingo using words from different genres.
   - Have the students locate root words, prefixes, and suffixes in newspaper.
   - Have the student use Magnetic Poetry tiles to create verse using the relevant root words, prefixes, and suffixes from the text.

6) Uses multiple meanings
   - Have the students illustrate multiple meaning words in context.

- Have the students act out multiple meanings of words in a selection.
- *Use a Polaroid, digital, or video camera to record illustrations of multiple meanings of words. Create a game where the students guess the words that are illustrated.*

7) Utilizes synonyms, antonyms, and homonyms
   - Create a word search/crossword of synonyms, antonyms, and/or homonyms from the text. *Use online resources or software to create puzzles. See Technology Resource Guide for suggested software and online resources.*
   - Pair students to create a poem about synonyms, antonyms, and homonyms.
   - Have the students play synonym and/or antonym, and/or homonym, word game using words from different genre selection (e.g., Student 1: "hot"; Student 2: "cold").
   - Have the student create a thesaurus for the selection and illustrate

8) Decodes unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, and graphophonic/sound-symbol correspondence)
   - Have the students color-code parts of speech and diagram.
   - Have the students write letters/words in foam placed on desktops.
   - Have the students make a collage of short vowel sounds.

   Example:

   n v n n
   The teacher gave the students a test.

   Questions: What happened in the sentence? (gave)
   Who gave? (teacher)
   What did the teacher give? (test)
   To whom was the test given? (students)

   n v n
   Example: The visiting team scored three touchdowns.

   Questions: What happened in the sentence? (scored)
   Who scored? (team)
   What did the team score? (touchdowns)

9) Uses spelling patterns and inflectional endings
   - Have the students write a list of all –ed words in the text (or use other inflections).
   - Have the students copy lists of spelling words from reading materials.
   - Have the students locate unique spelling patterns within the text.

10) Utilizes figurative language/sound devices (e.g., rhyming, alliteration, or

onomatopoeia)
- Have the students write a poem based on information from chosen text.
- Identify figurative language in chosen poem.
- *Search online for poetry and other genres using designated figurative language. See Technology Resource Guide for suggested online resources.*

Uses comprehension strategies to get information from a wide range of materials

11) Uses prior knowledge
- Web personal information before reading a selection.
- Have teacher-directed discussion of selection.
- Have the students share with a partner.
- Have the students use reading response journals.
- *Use computer, video, or audio- journals to enhance these activities.*

12) Utilizes visual aids to completely understand passage (e.g., picture, list, table, chart, graph).
- *Use writing/publishing tool, online resources, hypertext, digital camera, overhead projector, etc. to enhance visual aids resources. See Technology Resource Guide for suggested software and online resources.*
- Have the students web characterizations.
- Have the students plot sequences on timeline.
- Have the students model correct note-taking skills.

13) Identifies and applies knowledge of organizational patterns (e.g., sequence, cause and effect, compare/contrast)
- Have the students use a Venn diagram to compare and contrast, characters, events, etc. *Use brainstorming/mapping tool to create diagrams. See Technology Resource Guide for suggested software.*
- Create sentence strips based on passages. Students will place in sequential order.
- Create cause/effect game. On index cards, write ten (10) causes from the passage. On ten more cards write the effects. Students will walk around and pair them.
- *Use writing/publishing tool to create sentence strips, cards, or instructional posters to place on walls of classroom. See Technology Resource Guide for suggested software.*

14) Recalls details and justifies
- Write ten (10) performances of selected details from the story on cards. Let students pick a card to perform (e.g., charades). The other students must identify these details from the story.
- Have the students observe a picture found in the selection and ask students to list as many details from the picture as possible.
- Have the students discuss with partner story predictions and justify predictions to partner.

- *Use online interactive literature sites to complete relevant activities. See Technology Resource Guide for suggested online resources and activity.*

15) Makes predictions, draws conclusions, and infers meaning
- Read beginning of selection. Students will write their predictions of the conclusion in their Reading Response Journal.
- Hang a drawing of the main characters on the wall. Ask student to orally make inferences about characters.
- Read titles of different selections and show corresponding pictures. Pair students to infer genre, setting, conclusion, etc.
- *Exchange predictions, conclusions, and meaning with a partner in another school via e-mail or U.S. mail.*

16) Skims and scans to locate key information
- Announce a debate topic and a time limit (e.g., school uniforms—5 minutes). Hand out a selection from the school handbook, then begin debate, timing them. Chart key information on butcher paper.
- Have the students underline, as a class, the key information found in a newspaper article.
- *Use Internet tools, such as search engines, to locate appropriate information. See Technology Resource Guide for suggested online resources.*

17) Summarizes or paraphrases a story
- Have the students explain and summarize a selection read to a partner.
- Have the students select an article from the newspaper to summarize and present to the group.
- Have the students paraphrase the content of a documentary.
- *Create a visual summary of the story using graphic/drawing tool or presentation tools. See Technology Resource Guide for suggested software.*

18) Retells a story
- Illustrate the beginning, middle, and end of a selection. Use illustrations to orally present story.
- Select a song that tells a story. Identify the beginning, middle, and end and ask students to retell the story in their own words.
- *Use digital camera or Polaroid camera to capture illustrations representing the beginning, middle, and ending of a story.*
- Have students listen to oral reading of story and then retell story (oral/written intervention for whole group). Retelling should include the following concepts:

  - Concepts of Comprehension include:
    - Specific details
    - Relevant content
    - General details

- Concepts of Metacognitive Awareness include:
  - Connects background knowledge
  - Summarizes text and connects to real life

- Concepts of Language Development include:
  - Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions)
  - Organizes details and structures composition

Adapted from *Reading Success Network*

- *Videotape students retelling the story to share with peers, parents, and administrators.*

19) Uses parts of a book (e.g., title page, table of contents, index, glossary, headings and captions)
- Have students locate selection, using table of contents, everyday.
- Create a manual for the lower grades that introduces the parts of a book.
- *Use writing/publishing tool to create a manual. See Technology Resource Guide for suggested software.*

20) Interprets analogies
- Have the students select analogies in story to explain to a partner.
- Have the students create dialogue about an event (e.g., partner), using nothing but analogies.

21) Locates and combines information from reference sources (e.g., dictionary, thesaurus, encyclopedia, computer)
- Create labels and manuals for each reference source.
- Have the students explore library and list all resources found for a pre-designated topic.
- *Use electronic/online resources to locate information. See Technology Resource Guide for suggested electronic/online resources and activity.*

22) Rereads to determine meaning
- Have the students locate keywords and concepts in text and summarize meaning.
- Have the students develop questions from text for guiding reading.
- Have the students participate in a shared reading followed by answering questions focused on desired meaning.
- *Scan text into a computer and break the text at key points by adding a line or changing the color fonts of sentences with key concepts.*

23) Summarizes main idea and supporting details

- Have the students create problem organizers using main ideas and supporting details.
- Have the students write title for text using as few words as possible followed by a list of supporting details.
- Have the students model summarizing main ideas and supporting details through oral analysis of text.
- *Create a newspaper or newsletter breaking text into small stories. Use writing/publishing templates (ready-made guides) or other journalism software to set type into columns. Add graphics to illustrate ideas. See Technology Resource Guide for suggested software.*

24) Identifies story elements (e.g., character, setting, plot, theme, mood/tone, conflict, climax, solution)
- Select story elements from the story and present each orally to the group.
- Chart and illustrate the story elements for the selection.
- *Use graphics/drawing tool to create charts and illustrations. See Technology Resource Guide for suggested software.*

Reads and understands various types of literary selections (genres—e.g., fiction, nonfiction, biographies, poetry)

25) Utilizes prior knowledge
- Group students to create "know charts" for selection to be read.
- Share with group prior knowledge of story theme.
- *Use student electronic portfolio or notebook, recalling the various genres students have enjoyed reading and writing about in past assignments. See Technology Resource Guide for information on student electronic portfolio.*

26) Interprets the various types of genres
- Color-code classroom text into the different genres. Explain why students coded selections that way using sticky notes. Leave explanations for other classes with which to evaluate and practice.
- Have the students collect, classify, and summarize articles (e.g., magazines, newspaper), according to genre. Write a brief explanation of each.
- *Use online resources to find articles. See Technology Resource Guide for suggested online resources.*

27) Recognizes author's purpose (e.g., entertain, persuade, inform); mood or tone (e.g., humorous, persuasive, ominous); point of view (e.g., first person, third person, omniscient)
- List words from selection that indicate author's point of view.
- Identify different purposes for writing. Read examples of each, and discuss purpose for the selection now being read.
- *Identify different purposes of writing on television or the Internet.*

28) Connects literature to real-life situations
- Use current events (e.g., newspapers, magazines, movies, etc.).
- Have students orally relate personal experiences to text.
- Have the students write journal entries as a link between literature and real-life.
- *Use writing/publishing tool to create a newspaper, newsletter, or video with interviews from students, relatives, or community members concerning relevant content. See Technology Resource Guide for suggested software.*

29) Interprets the meaning of passages
- Compare a passage to previously read materials
- Relate a passage to personal experiences.
- Use a process of comprehension.
  - Make Predictions:
    - Read story title and tell what story will be about.
    - Read beginning paragraph of story and add to title prediction.
  - Read the Story:
    - Oral/silent reading of the story
  - Retell the Story:
    - Oral/written retelling of the story
  - Ask Questions related to the Story Elements:
    - Character
    - Setting
    - Plot
    - Theme
    - Mood/tone
    - Conflict
    - Solution
  - Summarize the Story:
    - Tell what the story is about using a few sentences.

Process adapted from Woods and Moe, *Analytical Reading Inventory*

30) Recognizes figurative language/literary devices (e.g., metaphors, similes, personification, and hyperbole)
- Have the students underline or list literary devices from text explaining how each is used.
- Have the students use figurative language/literary devices in journal entries.

Reads and evaluates persuasive text

31) Utilizes prior knowledge
- Have the students complete a chart for passage noting what you know, what you want to know, and what you want to learn (KWL).
- Relate text to students' personal experiences.
- Create a Web to link text to prior knowledge.
- *Use brainstorming/mapping tool to create knowledge charts. See Technology Resource Guide for suggested software.*

32) Recognizes and uses persuasive techniques (e.g., bias, slant, misinformation, propaganda)
- Have students find a persuasive text (e.g., newspaper, magazines, journals) and write a rebuttal to the author.
- Use persuasive technique to debate a current issue.
- *Use a writing/publishing tool to write a letter to an administrator outlining a suggestion or request about a school procedure or condition. The letter may be e-mailed to the administrator or delivered by hand or U.S. mail. See Technology Resource Guide for suggested software.*

33) Determines author's position and defends/supports with details
- Use leading questions about text that allows students to determine author's position.
- Introduce short opinionated articles (e.g., political, social, economic and environmental issues) that require student interpretation that includes detailed support.

Reads and interprets practical workplace data (e.g., recipes, assembly directions, applications, menus)

34) Utilizes prior knowledge
- Have students write a paragraph describing how to order from a menu at their favorite restaurant.
- Have students relate texts to personal experience through journal writings.
- Ask questions that will require students to relate prior knowledge to specified text.

35) Reads and follows written and oral directions in passages
- Play "Simon Says," and then have students write a summary of the activity.

36) Identifies and interprets specialized vocabulary in a context (jargon)
- Have students read directions and assemble a product (e.g., paper doves, mock computers, pup tents. etc.)
- Use show and tell techniques to provide students with specialized vocabulary in content of specified text.
- *Complete activities on interactive vocabulary Internet sites. See Technology Resource Guide for suggested online resources.*

37) Determines the sequence of activities for a procedure
- Give activity where students have to place directions in sequential order (use sequence words such as first, second, third, fourth, etc.).
- Have the students write a paragraph describing the steps to baking a cake, washing a dog, painting a frame, etc.).
- *Use a writing/publishing tool to write an instruction manual listing exact procedures to complete a task. See Technology Resource Guide for suggested software.*

38) Locates and applies appropriate information (e.g., phone book, manuals, order forms)
- Have the students search the phone book for specific information needed to plan a special event (e.g., wedding, birthday party, vacation, etc.).
- Have students complete an order form for a specific product.
- *Use online resources, television, toll-free phone numbers, and other sources to research and evaluate different programs from competing businesses such as long-distance telephone services, Internet service providers, and directory information services. See Technology Resource Guide for suggested online resources.*

39) Identifies information which provides additional clarity (e.g., bold-faced print, illustrations, italics)
- Have the students outline a passage from a textbook (e.g., science, history, etc.).
- Have the students answer questions derived from illustrations in textbooks.
- Have the students explain the purpose of italicized words, illustrations, and bold-faced print in text.
- *Use a writing/publishing tool to design a promotional brochure using various type fonts, colors, sizes, and graphics for additional clarity. See Technology Resource Guide for suggested software.*

Utilizes listening skills for a variety of purposes

40) Listens and comprehends oral reading (e.g., teacher, peers, speakers)
- Utilize a reading response log to teach/plan reading materials (e.g., who, what, when, where and why).
- Have the students dramatize what has been read aloud to ensure comprehension of oral method.

41) Listens and responds to teacher/peers
- Use choral response to teacher questions.
- Infuse debate techniques to teach oral response.
- Have students listen to oral reading of story and then retell story (e.g., oral/written intervention for whole group). Retelling should include the following concepts:
  - Concepts of Comprehension include:
    - Specific details

  - Relevant content
  - General details

- Concepts of Metacognitive Awareness include:
  - Connects background knowledge
  - Summarizes text and connects to real-life

- Concepts of Language Development include:
  - Controls use of mechanics of speaking and writing (e.g, vocabulary, sentence structure, language conventions)
  - Organizes details and structure composition

Adapted from *Reading Success Network*

EMOTIONS CHART

ASSESSMENT RECOMMENDATIONS

The 4-8 Reading Instructional Intervention Work Group recommends that teachers analyze the norm-referenced assessments given yearly (e.g., Iowa Test of Basic Skills [ITBS]), to determine students' strengths and weaknesses. However, to implement an intervention process for a student not achieving, it is recommended that informal assessment and teacher observation be used.

The assessments pertaining to the intervention process should be on-going, so that an intervention can be prescribed for immediate remedial purposes. Continuous assessment and intervention will ensure that every child becomes a reader.

Informal Assessments may be:

- Informal Inventories

An *informal inventory* may be defined as a listing of specific readiness and/or reading skills appropriate for specific grade level expectations or achievements. Many informal inventories have specific checklists for teacher recording purposes. Some informal inventories consist of a number of sub-tests from various sources to measure any number of specific reading skills. Other informal inventories may be developed for local school and classroom use.

When using an Individualized or Classroom Reading Inventory, it is suggested that you give the assessment in the following pattern:

- Silent Reading
- Retelling (See page 151)
- Questioning for Comprehension
- Oral Reading

- Teacher Observations

Teacher observations on a daily/frequent basis are probably the best measure of a student's progress in reading skills. Such observations may be recorded by some teachers to provide more systematic anecdotal records of pupil growth in oral and written language skills. Teacher observations used as measures of pupil achievement should be specific in terms of pupils' present levels of oral and written language and equally specific with learning and achievement objectives for individual students.

RETELLING RUBRIC

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling

	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.				
2. Includes information referred directly or indirectly from text.				
3. Includes what is important to remember from the text.				
4. Provides relevant content and concepts.				
5. Indicates reader's attempt to connect background knowledge to text information.				
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.				
7. Indicates highly individualistic and creative impressions of or reactions to the text.				
8. Indicates the reader's affective involvement with the text.				
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				
10. Indicates reader's ability to organize or compose the retelling.				
11. Demonstrates the reader's sense of audience or purpose.				
12. Indicates the reader's control of the mechanics of writing.				

Adapted by the Southern California Comprehensive Assistance Center for *Reading Success Network*.

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use and involvement with text; items 9-12 indicate facility with language and language development.

Adapted from: P. A. Irwin and Judy N. Mitchell and cited in *Performing Reading Diagnosis: New Trends and Procedures*, edited by Susan Mandel Glazer, Lynden W. Searfass and Lance M. Gentile. Newark: International Reading Association, 1988, pp. 128-49.

About the TECHNOLOGY RESOURCE GUIDE

(A companion document to the *Reading Instructional Intervention Supplement, Grades 4-8)*

The Technology Resource Guide is designed as a companion document to the Reading Instructional Intervention Supplement, Grades 4-8, to provide the reading teacher options to include technology in their instructional practices in order to enhance particular strategies. It gives a glossary of technology terms, examples of suggested software programs and electronic/online resources, and cites additional hardware that may be helpful. A list is included for each grade level that correlates the example resources to the specific strategies. Model lesson plans for each grade level show ways to accommodate classrooms with one computer or many. Copies of these documents are being sent to every 4-8 grade Principal, Curriculum Coordinator, and District Superintendent. Copies can also be downloaded from the MDEwebsite (http://mdek12.state.ms.us).

The reading teacher should use this guide to find extra information about technology that can enhance student achievement in reading. Due to rapid changes in technology, specific information will be updated; the resources included here are as current as possible. (January 1999)

Online Resources

Search Tools

Yahoo	http://www.yahoo.com
Excite	http://www.excite.com
Altavista	http://www.altavista.com
Lycos	http://www.lycos.com
Hotsheet	http://www.hotsheet.com
Infoseek	http://www.infoseek.com
Dogpile	http://www.dogpile.com
Metacrawler	http://www.metacrawler.com

Search Engines Especially for Kids

Yahooligans	http://www.yahooligans.com
Surfnet for kids	http://www.surfnetkids.com
Cyber Kids	http://www.cyberkids.com

Current Events/News

CNN	http://www.cnn.com
USA Today	http://www.usatoday.com
MSNBC	http://www.msnbc.com
ESPN	http://espn.go.com

Weekly Reader	http://www.weeklyreader.com/index.html
Weather Channel	http://www.weatherchannel.com

Activity-Based

Puzzle Maker	http://www.puzzlemaker.com/
Vocabulary Builder	http://www.soundpuzzle.com/
Lunaland Online	http://www.lunaland.com
Word Detective	http://www.users.interport.net/~wordsl/index.html
Cartoon Corner	http://www.cartooncorner.com/
Headbone	http://www.headbone.com

Teacher Resource

Classroom Connect	http://www.classroom.net/
Teacher*s Network	http://www.teachnet.org/
Kathy Schrock*s Guide for Educators	http://www.capecod.net/schrockguide/
Site Links	http://www.cl.ais.net/jkasper
Educational Pages	http://www.education-world.com/
Current Issues	http://www.k12connection.org/
MDE/OET	http://www.mdek12.state.ms.us/oet.htm

Reference

Literature/Reading Highlights

The Children*s Literature Web Guide
http://www.ucalgary.ca/~dkbrown/index.html

Ask the Author
http://www.ipl.org/youth/AskAuthor

Carol Hurst*s Children*s Literature site
http://www.carolhurst.com/titles/allreviewed.html

Young Adult Literature Library
http://www.uiowa.edu/~english/litcult2097/tlucht/lit-yalib.html

General Reference

Magnolia	http://www.epnet.com/ehost/magnolia/login.html
Ask Jeeves	http://www.askjeeves.com
Internet Public Library	http://www.ipl.org

GLOSSARY OF TECHNOLOGY TERMS

- **Acceptable Use Policy** – a written agreement signed by teachers, students, and parents outlining terms and conditions of Internet use
- **Brainstorming/Mapping Tools-** programs that allow the teacher to type in ideas generated by brainstorming or mapping discussions; ideas are then organized graphically by the computer
- **CD-ROM** (Compact Disk Read Only Memory)- a disk which holds up to 600 megabytes of information
- **CD-ROM Drive** - the disk drive that allows a CD-ROM disk to be played
- **Computer Journal**- a journal kept by students using a word processing program and a computer
- **Data**- pieces of information
- **Database**- a collection of information that can be organized and sorted; similar to an electronic filing system
- **Data Analysis Tools**- programs that allow the user to reduce large amounts of information into manageable reports; databases and spreadsheets are common data analysis tools
- **Digital Camera**- produces images in digital form without using regular photographic film
- **Directory Information Services**- an online source of local and/or nationwide listings of businesses; ***The Real Yellow Pages Online*** and ***At Hand Network Yellow Pages*** are examples of directory information services found on the World Wide Web.
- **E-mail**- short for electronic mail you can send or receive directly on your computer via modem or network
- **Electronic Reference Resources**- encyclopedias, dictionaries, atlases, almanacs, and content-specific software programs; usually on CD-ROM
- **Electronic Student Portfolio**- a purposeful collection of work, captured by electronic means, that serves as an exhibit of individual efforts, progress, and achievements in one or more areas. Planning is the most important aspect of the electronic portfolio. As much as possible, students should control the portfolio development process. The overall vision and purpose of the portfolio is to provide students with a way to reflect on their work and self-monitor their progress using some kind of criteria.
- **Font**- a design for a set of characters; a combination of typeface, size, pitch, and spacing
- **Global Positioning System**- an electronic system that allows directional tracking using satellites
- **Graphic**- a picture or design
- **Graphics Program**- a program that allows one to use electronic pictures or designs
- **Graphics/Drawing Tools** – paint programs that allow information to be expressed through art; a computer and monitor are used rather than paper and paint
- **Homepage**- the main page of a web site; serves as a table of contents to other documents stored at that web site
- **Hypermedia**- programs that allow the user to interact with information on the computer screen
- **Hypertext**- programs in which the text is an active button that can be clicked to reveal something
- **Interactive**- a program, game, or presentation where the user is able to interact and participate in what is going on
- **Internet**- a worldwide network of about half a million computer users belonging to research organizations, the military, institutions of learning, corporations and so on

- **Internet Service Providers** (ISP)- companies that provide service to the Internet
- **Modem**- device that allows computers to communicate with other computers via the telephone line
- **Network**- communication or connection system that lets one computer talk with another computer, printer, or other device
- **Online Resources**- resources that are located by using the World Wide Web
- **PC to Television Converter** (tv converter) - a device that converts computer images to video so that the television can become a display device for the computer
- **Presentation Tools**- programs that allow one to create a computer presentation that involves still images, moving video, sound, animation, art, or a combination of all of these (multimedia)
- **Scan**- to convert an image by passing it through a scanner
- **Scanner**- a device that takes a picture of a document that exists outside of the computer and digitizes the image to put in the computer
- **Search Tools/Engines**- Internet tools that allow one to locate information about topics of interest
- **Software**- computer instructions or data that is stored electronically
- **Spreadsheet**- software program for financial or other number-related information processing, composed of rows and columns, with individual boxes (cells) inside of each to hold information
- **Template**- a sample document which can be created by the teacher, saved, and later edited by students; in spreadsheet and database applications a template is a blank form that shows which fields exist, their locations, and their length
- **URL** (Uniform Resource Locator)- the address of a given location or document on the Internet
- **Video Journal**- a journal kept by students using a video camera
- **Virtual Reality**- a simulated environment through the use of a computer which appears to be real
- **WWW** (World Wide Web)- a system of Internet servers that supports documents formatted to support links to other documents as well as graphic, audio, and video files
- **Web Site**- a location on the World Wide Web
- **Word Processing**- programs that allow one to create, edit, and print documents using a computer
- **Writing/Publishing Tools**- include word processing and desktop publishing programs and are used to produce printed documents that contain graphics and special-effect text

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